A Study in Undergraduate Adjustment

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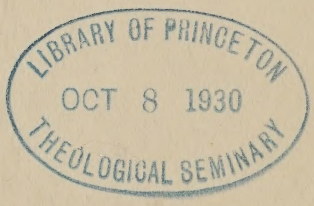

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A STUDY IN UNDERGRADUATE ADJUSTMENT

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A Study in Undergraduate Adjustment

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PREFACE

The present study is offered with the hope that it may prove of value in two directions. Its findings of fact may add somewhat to our knowledge of undergraduates and of the problems which they face; its method may be of interest to those engaged in devising and testing techniques of social research. Student life in our universities is coming to be regarded as an important field for investigation because of the manifest influence which college graduates are having in the direction and control of American affairs. It is thought by many that here is a critical area in our social organization, the careful study and improvement of which will yield rich results in the way of better leadership for our general life. On the other hand, there are no questions more pressing or more important in the long run than those of method in social research. There is perhaps some ground for hoping that the combined use of the case and statistical methods in the present study by means of a system of "adjustment types" will prove stimulating to those working in this field.

R. C. A.

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I

HISTORY AND METHOD

The initial suggestion out of which this study developed was made in the summer of 1927 by Eric M. Thomsen, then recently appointed student counselor of the Students Christian Association in Ann Arbor. Mr. Thomsen felt that the work of the Association could not be effectively directed without more knowledge than was at hand of the attitudes, interests, and needs of students in the field of religion, broadly defined. To secure this he suggested an investigation to be carried out by qualified members of the University faculty. After discussion with various persons interested, it was decided that a study sponsored by the Sociology Department should be undertaken and that the writer should be its director. Further consideration made it seem advisable both to broaden the scope of the investigation to include student adjustment in all aspects of life, rather than to confine it merely to the religious field, and to form an Advisory Board of those interested and well qualified to assist in the general planning of the project.

From the discussion in several meetings of this Board the following conclusions emerged: (1) That the investigation should be carried out chiefly by studying closely an adequate sample of undergraduates individually, supplemented by whatever studies of specific student institutions (a fraternity, the band, *The Michigan Daily*, for ex-

ample) the writer could secure from members of his classes. (2) That information concerning the adjustment of individual undergraduates should be secured by test forms, a personal-history record, and an interview with a psychiatric case-worker. (3) That information should be secured relative to the following twelve aspects of adjustment at least: (*a*) philosophy of life; (*b*) knowledge of own capacities, aims, and interests; (*c*) understanding of life; appreciation of science, art, other social classes; culture; (*d*) self-control, dependability; (*e*) originality, initiative; (*f*) tolerance, scientific thinking; (*g*) adjustment to academic work; (*h*) pecuniary adjustment; (*i*) group relations, social integration; (*j*) congeniality, social facility, tact; (*k*) sex adjustment; (*l*) health. (4) That the Committee on the Faculty Research Fund be asked to finance the project. (This Committee appropriated $787 for the purpose which was later supplemented by $43 from the Sociology Department.)

In consultation with Professor Yoakum and Mr. McClusky it was decided to use the Thurstone Intelligence Test, the George Washington University Social Intelligence Test, the Watson Fair-mindedness Test, and an Information Test[1] made up by the writer with the aid of Dr. Greene. The personal-history record[2] and the interview outline[3] were developed with the indispensable aid of Miss Forncrook and Dr. Raphael. Through the good offices of Professor Shepard and the kind co-operation of Professors Pillsbury and Ford students in the introductory psychology courses, in the fall semester,

[1] See Appendix, p. 149.

[2] See Appendix, p. 151.

[3] See Appendix, p. 154.

1927–28, were permitted to elect to be subjects for this study as part of their experimental work. Since they had no knowledge of what its nature was to be, it is felt that the subjects constitute a representative sample of beginning psychology students. Also since psychology is elected by students of literary leanings and those preparing for law as well as by those chiefly interested in science, it is felt that the subjects are fairly representative of their age and class in the University. Since, however, they are largely Sophomores, they do not constitute a representative sample of all undergraduates.

The procedure was as follows: Students came for testing in groups of twenty to forty for two periods of two hours each. Upon entering, each student was assigned a number to be used in place of his name throughout the experiment, thus assuring him anonymity. In the first period the Thurstone Test and the Information Test were taken and the tests exchanged and scored by the subjects. At the end of the period the students were given the Watson Test to fill out at home. At the second period, they handed in the Watson Test, took and partly scored the Social Intelligence Test, filled out the personal-history record, and made an appointment for an interview. The scoring of the tests was then completed, the academic records[1] of the students secured, and all the data for each subject passed on to the interviewer before the interview. The interviewers, young psychiatric case-workers, two of whom were recent Michigan graduates and the other a

[1] Afterward each student's record for the first semester of 1927–28 was secured. The record used in this study includes all of the student's academic work at Michigan through February, 1928.

resident of Ann Arbor, spent an hour with each student and more when necessary. On the basis of the conference, the interviewer filled out the interview outline[1] and wrote up a brief psychiatric summary of the case. Throughout the study, the anonymity of the subjects was carefully preserved so as to eliminate reticence as far as possible. Although a few were undoubtedly not frank in the interview, the interviewers feel that on the whole the students were co-operative and the results correspondingly reliable.

The total number of undergraduates completing the whole experiment is 216—133 men and 83 women. The records for these are complete with the exception of several Watson tests which were lost. The present monograph by no means exhausts the scientific possibilities of this material, and any other students interested in this field of investigation will be given opportunity to inspect and, if they wish, to use the data secured.

The students in the writer's seminar in the sociology of student life proved very able in preparing outline summaries[2] of the cases. Some badly adjusted cases were withheld from them because it was feared that the subjects might feel that their confidence had been betrayed, even though protected by anonymity.

With these outline summaries and all the case material at hand, the writer worked out, on the basis of the cases themselves, a system of classification in which each case received three ratings: one for academic adjustment, one for social adjustment, and one for life adjustment. It will be seen that these categories arrived at inductively

[1] See Appendix, p. 154. [2] See Appendix, p. 159.

bear little resemblance to the categories arrived at deductively (see p. 2) with which the study started. In the academic sphere, three classes were distinguished:

A. Serious students who are doing good academic work.
B. Students not deeply interested in their academic work but who are passing their courses; and serious students who are barely getting along.
C. All those whose academic adjustment is unsatisfactory.

In social adjustment also three classes were distinguished:

S. Students who have friends and are well integrated socially.
T. Students who feel their social situation is somewhat unsatisfactory, and those who seem satisfied with an inadequate social adjustment.
U. Students who are not well integrated and who have few or no friends.

In life adjustment four classes were distinguished:

L. Students who have thought seriously about their life-situation and seem to be well oriented.
M. Students who have thought sufficiently to criticize traditional patterns of thinking and conduct, but who have not yet oriented themselves, though they seem to have character sufficient to bring them through.
N. Students who are adjusted on the basis of habitual or traditional patterns and have not thought for themselves.
O. Students who are badly adjusted to life, depressed and confused, seemingly unable independently to effect adequate adjustment.

These letter symbols will be used throughout this monograph to stand for the various classes.

Once a case's classification had been decided upon, for instance, AMT, the writer set down all the important in-

formation concerning that case on sheets with the other AMT cases. Thus when this rather protracted process was finished all the test scores, all data concerning vocation, sex, religion, home situation, etc., were arranged according to the system of classification, so that it was easy to summarize the material of each of the twenty-nine types which occurred. The next step was the analysis of the mensurative results statistically. In this work the writer was guided by Dr. Greene and aided by members of his family. Following this the non-mensurative mental-social information was carefully gone over and trends noted.

In interpreting the study the writer has drawn to some extent upon material from institutional investigations made by his students in a course in the sociology of education and from college autobiographies in his possession. Where such material is introduced it is followed by an asterisk (*).

The writer is greatly indebted to the late Professor Cooley, Dr. Raphael, and Professor Yoakum for their careful reading of the manuscript and for the helpful criticisms and suggestions offered.

In concluding this introduction a word might be said regarding the term "adjustment." Miss Follett objects that "to stick to the word adjustment keeps us enmeshed in the thought which this word once connoted, whereas our thinking has now gone beyond that stage. . . . . The idea of adjustment has been broadened and developed by the term we have now gained, that of integration."[1] Her point, that adjustment suggests a static sort of "fitting-

[1] Mary P. Follett, *Creative Experience*, p. xiv.

in" process involving abandonments on both sides, is a good one. Certainly what she means by integration is what we had in mind throughout the present investigation. However, the writer felt that *A Study in Undergraduate Integration* would not have conveyed as much to most people as the title used.

II

GENERAL FINDINGS

Of the 216 undergraduates upon whom complete records were obtained 133, or 61.6 per cent, are men and 83, or 38.4 per cent, are women. They are distributed according to college class thus:

Freshmen	7
Sophomores	137
Juniors	63
Seniors	9
Total	216

There is practically no difference between men and women in regard to college class. The averages, scoring a Freshman as 1, a Sophomore as 2, etc., are as follows:

Men	2.32
Women	2.37
All	2.34

It is apparent that the sample is not representative of undergraduates in general, but is heavily weighted toward the Sophomore year. This must be borne in mind throughout.

The men have, on the average, been at the University of Michigan slightly longer than the women; or, conversely, the women have spent proportionately more time at other colleges before coming to Michigan. The averages, reckoned on the basis of whether the subjects

were in their first, second, third, or fourth years at Michigan, are as follows:

	Years at Michigan	Years Elsewhere
Men	2.08	.24.....(2.32–2.08)
Women	1.80	.57.....(2.37–1.80)
All	1.97	.37.....(2.34–1.97)

Since most of the transferring students come from denominational and junior colleges, this seems to indicate

TABLE I

DISTRIBUTION INTO TYPES*

Type	No.	%	Type	No.	%	Type	No.	%	Type	No.	%
ALS....	15	6.9	AOS...	0	0	BNS...	7	3.2	CMS...	19	8.8
ALT...	8	3.7	AOT...	3	1.4	BNT...	8	3.7	CMT..	7	3.2
ALU...	2	.9	AOU...	4	1.9	BNU...	1	.5	CMU..	0	0
AMS...	13	6.0	BLS...	5	2.3	BOS...	2	.9	CNS...	4	1.9
AMT...	20	9.3	BLT...	1	.5	BOT...	2	.9	CNT...	5	2.3
AMU...	4	1.9	BLU...	0	0	BOU...	5	2.3	CNU...	0	0
ANS...	2	.9	BMS...	39	18.1	CLS...	0	0	COS...	2	.9
ANT...	3	1.4	BMT..	18	8.3	CLT...	0	0	COT...	5	2.3
ANU...	3	1.4	BMU..	1	.5	CLU...	0	0	COU...	8	3.7

* The symbols which define the types have the following significance:

Academic Adjustment	Life-Adjustment	Social Adjustment
A=good	L=good	S=good
B=mediocre	M=emancipated	T=mediocre
C=poor	N=traditional	U=poor
	O=poor	

that the transition from high school to university is more often mediated by the small college in the case of women than of men.

Under the system of classification outlined in chapter i thirty-six combinations of the various adjustment classes were possible; twenty-nine of these combinations or types actually occurred. Table I shows the number and the percentage of the total of each type. As a reminder the general meaning of each key letter is given.

The commonest type by a wide margin is the BMS—mediocre students, socially well adjusted and unsettled in their life-orientation. It is the writer's opinion that this type would still be much the most common if the sample were proportionally representative of all college classes, even though the unsettled condition of life adjustment is partly attributable to the predominance of Sophomores—this being the year often cited as the most upsetting.

In order to illustrate the completeness of the data available on each case, and to give a more accurate idea of what the system of classification really means, four case summaries are given at this point. The cases selected are as nearly as possible typical of their respective types. Minor changes have been made so as to preclude identification. In order to give an idea of the data upon which such summaries are based, all the material, considerably disguised, on one of them is given in the Appendix.

CASE 207.[1] ALS

An attractive and highly intelligent, twenty-year-old Junior girl. Her father is a business-college graduate and now owns a drygoods store. Her mother is a college graduate and studied music abroad for two years. An aunt was a painter. Besides the benefit of a cultured home, this student had the good fortune to be reared in a small town unusual for its cultured atmosphere. She has studied music for twelve years and has always been much interested in the theater. In preparatory school she was active in sports, dramatics, and publications. She attended a normal college one year before coming to the university.

[1] Case numbers used herein are not those actually assigned.

Her test scores are all high: intelligence—121 (mean = 91), social intelligence—135 (mean = 108), information —47 (mean = 23). Her academic record averages halfway between an A and a B.

She is pretty, has a pleasing personality, and dresses attractively. Besides unusual intelligence and the ability to express herself well, she has dramatic and musical talent. She is intellectually eager and the Watson Test shows no prejudice. She admits, however, a slight antagonism to negroes. She feels that she is constantly enlarging the scope of her understanding. She attends all the concerts and does as much good reading as she finds time for. Her chief extra-curricular interest is the drama. Her hobbies are horseback riding, swimming, and collecting her own library.

She is a sorority member and enjoys the group life. She likes to dance and is evidently attractive to men. Sex is no problem for her, but she would not render judgment upon another until she knew the entire situation. She thinks "petting" all right provided there is affection, but "animal-like" if promiscuous. She is interested in the eugenics movement.

Emotionally she is stable and reliable and has a sense of humor. Though slightly brooding she never becomes discouraged. She does not have to work and has no pecuniary worries. A member of the Presbyterian church, she believes in God and some sort of immortality. She has always made her own decisions because she does not feel very close to her mother.

She has two possible careers in mind: either to go into dramatic work, or to attend the Pittsburgh School

of Retail Training as a preparation for personnel work in a department store.

CASE 121. BMS

An immature, eighteen-year-old Sophomore boy. He is the older of two children, both boys. The father, a college graduate, died when he was small. His mother, a high-school graduate, "spoiled" him and let him follow the paths of least resistance. He was quite a leader in a small high school but has found the competition too great in college.

His test scores are irregular: intelligence—111 (mean =91), social intelligence—89 (mean=108), information —30 (mean=23). His academic record is just above a C average.

His chief interest is in social success. He came to college with a group, became a member of a fraternity, and finds great satisfaction in his social contacts. He is "out" for two of the better-known campus activities. He does not "date" much with girls, but enjoys them. He has high standards with regard to sex relations.

He has intelligence but seems to make little use of it. His low social-intelligence score is scarcely understandable. His thinking is conventional and superficial. He was interested in cultural things when he first came to college but the indifference of his fraternity brothers has caused him to give up going to concerts and lectures. He enjoys "college life" more than academic work. Underneath he is still inclined toward the cultural, for he reads good modern literature. He is capable of much better academic work, for he "takes things easy."

He is very immature and has never found any serious hardships or had to make important decisions. His desire for social approval has made him indifferently tolerant. He would dislike above all things to become unpopular because of his opinions. His dependability appears good but has never received a severe test. He has never thought very seriously about life and is an inactive Congregationalist. His aims in life are not definite. He wanted to study medicine but the course was too long. General lack of purpose is the chief defect throughout this case. He has come to college as a matter of course and takes it in that spirit.

CASE 106. BNT

A twenty-year-old Sophomore girl of "shut-in" personality type. Her father and mother both had high-school educations but the home life, though happy, was not stimulating intellectually. She is the second of six children. Her father is a real estate agent. She has never interested herself in sports, games, or any form of extra-curricular activity either in high school or college. A congenital physical defect, which is scarcely noticeable to an observer but about which, for many years, she was sensitive, probably accounts for her general attitude of avoidance and the inferiority feelings to cover which she has developed a protective mechanism of indifference.

Her test scores are: intelligence—63 (mean = 91), social intelligence—135 (mean = 108), information—1 (mean = 23). Her academic record is a little better than a C average.

She is small, dresses neatly but inconspicuously, and

has a rather colorless personality. She is extremely "shut-in" and does not like to discuss herself or her problems. She seems to have few real interests and very little urge or drive. She does not aspire to be a leader but follows well and is practical and efficient. Although confident of her ability she evidently has little intellectual capacity, and it is probable that her apparent confidence is merely a protection from inferiority feelings. The interviewer thought her unprejudiced but the Watson Test indicates strong prejudices. Art and music are her only cultural interests and these she has not pursued far, though she does attend concerts.

Socially, she is satisfied with a small group of friends met through her work as typist at a hospital. She has few friends on the campus, knows no boys, and thinks a sorority a waste of time. Her moral standards are very strict and she leaves a group whenever the conversation turns to matters of sex.

She is a strict Catholic and secures much comfort from her religion. God is to her a person who sees and knows all, to whom she takes her troubles and from whom she asks even material things. She has no definite career in mind. She has considered being a librarian. Her adjustment is on the whole satisfactory to her, but inadequate judged by objective standards of modern life.

CASE 247. COU

A twenty-two-year-old Sophomore boy, mentally ill and badly adjusted in almost every way. His parents are immigrants of mediocre education but they have emphasized the value of cultural development. His three

older brothers and sisters are university graduates. This emphasis upon mental development is quite consistent with the occupation of the parents who are socialist propagandists. However, they have not guided him morally, but have largely left him to develop in his own way. Through high school he kept much to himself, participating in few activities.

The chief difficulty from which the others undoubtedly spring is his emotional instability. As a child he experienced violent temper tantrums and is now subject to severe mental conflicts. These have caused him to brood a great deal about his own condition. The latest development is attacks of semiconsciousness apparently of a hysterical nature though possibly based on organic defect. This mental disbalance has resulted in many defensive and compensatory mechanisms. The underlying sense of inferiority has been compensated for by a superiority reaction. Although he can mix easily, especially with girls, when he wants to, he doesn't care to very much because he doesn't think it worth the effort. He is very intolerant and stubborn. His Watson Test was exceptionally high in prejudice points, chiefly in radical directions. His other tests indicate mediocre capacity and a trifle better than average culture: intelligence—76 (mean = 91), social intelligence—115 (mean = 108), information —25 (mean = 23). He is not capable of planning a constructive way out of his difficulties, for he has little initiative or resourcefulness.

His emotional instability makes it difficult for him to concentrate. This upsets his studying so that his academic work has been unsatisfactory, though he is prob-

ably of average capability. He has reacted to this situation by ceasing to worry about it. He works twenty-seven hours a week and this adds to his feeling of difficulty. He spends much time thinking about how dissatisfied he is. Life is decidedly not worth while. He receives no help from religion, having forsaken most of the tenets of his original faith. Likewise he has no aim for his life, which contributes to his general worry and discouragement.

He is almost isolated socially. He was a member of a fraternity but dropped out because he didn't like his "brothers." Now he has no friends and doesn't try to make any. He is alone most of the time, spending his spare time reading. He has fallen into heavy sexual indulgence, boasting that he has had a mistress all the time for four years. He also masturbates occasionally. His home life has given him no training to combat his impulses.

This case is a good example of the many that need psychiatric attention.

Though these illustrative cases may serve to show what the various adjustment classifications mean, they give one no hint of the innumerable causes which may be back of any particular adjustment situation. Though we can perhaps place more or less accurately separate individuals in the ten adjustment categories, we cannot assume that the individuals in any class have arrived at that adjustment state by similar routes. The diversity of causation may perhaps best be shown by an enumeration of the outstanding characteristics of all the individuals in this study, arranged by types.

MEN

ALS Fine all-around adjustment. Farm background handicaps culturally.

Well adjusted in all fields; rather colorless.

Hard-working, ambitious boy who has made own way.

Lithuanian Jew, introverted type, well adjusted. Prefers to work his way though he need not.

Serious, cultured, intelligent, a trifle unstable. Has received all A's.

Average ability with more than average determination, mature.

Fine Polish boy of independent mind. Cultured.

Earnest, responsible, well-oriented Jew.

Twenty-seven-year-old Mormon who is well adjusted all around.

WOMEN

Bright, extraverted type, well adjusted.

Academically and athletically able; retiring and self-conscious due to undue size. Conscientious.

Strikingly original, attractive, able, tolerant. Takes part in sports and campus activities.

Accomplished girl who has overcome tremendous obstacles in a broken home. Works.[1]

Intelligent, energetic, attractive, active on campus. Wants to be organist.

Mature, capable, fairly intelligent, musical, interested in religion.

MEN

ALT Well oriented. Happily engaged. Works. Steady; slow in making friends.

Very steady and hard working. Has had to support self for long time.

Sincere, thoughtful, tolerant. A trifle blunt, hence socially a little "out of it." A Jew who has given up Judaism.

[1] "Works" refers to self-supporting activity throughout this study.

Well oriented, impulsive, and socially ill at ease.

Feels inferior. Works. Finances worry him. Ambitious and reliable.

Well-oriented, cultured Jew of introverted type. Socially ill at ease.

WOMEN

Bright, interested in arts. Socially a little inadequate.

Forty-nine-year-old woman completing course. Left originally because worn out. Unhappy married life. Has adjusted well except for daughter fixation.

WOMEN

ALU Has broken with stepmother. Has had hard time. Sincere; loves to read. Socially inferior.

Excellently adjusted in every way but socially. Highly sensitive.

MEN

AMS Serious student from junior college with a rather limited outlook. No original thinking.

Very well adjusted except for inability to solve religion-science conflict.

Intelligent, conceited, *blasé* boy who has egocentric outlook. "Culture conscious."

Serious, intelligent, well-balanced boy.

An egocentric Jewish boy with fine ambition but handicapped by lack of background and opportunities.

Fine type. Seriously concerned over life adjustment. Lack of finances has rendered things difficult.

WOMEN

Serious, fairly intelligent, though indecisive. Worried over love affair.

Rather unintelligent, but serious and industrious. Socially popular. Is well known athletically.

Sensitive, intelligent girl who likes to write. Enjoys work. Upset over love affair.

Unattractive plodder, colorless.

Cultured, rather immature, but sensible girl. No problems. Protected.

Good all-around adjustment. Slow, careful, not original.

Serious extravert whose culture level is low, though taste is good.

MEN

AMT Jew who misses fraternity. Bright but irresponsible.

Very shy, studious. Quarrels at home.

Rather shy; sound character and good cultural interests.

Jewish boy of good tastes.

Queer boy—excellent student who regards literary college as waste of time and fraternity life as superficial. Yet himself drinks heavily and has "smarty" point of view.

Repressed. Shy. Works. Uncultured but conscientious and intelligent.

Shy but intelligent. Interested in science.

Very intelligent, well-informed former Jew. Married. Very shy.

Intensely interested in astronomy. Family conflict over vocation. Few friends.

Bright, reserved. Works. Transfer from another college; not in things yet.

WOMEN

All A-student, intelligent, industrious, but few friends.

Afraid of social disapproval. Otherwise normal.

Shy, awkward. Lives at home. Has withdrawn into studies.

Cultured, but few friends. Contented with social isolation. Works.

Cultured, intelligent girl who has always found it hard to make friends. Only child.

Cultured, intelligent, but condescending toward those less intelligent. Finds few friends. Likes boys.

Frail girl who wants close friends but finds them hard to make. Academically superior.

Ashamed of immigrant parentage. Has rebelled from Old World standards of parents, yet feels socially inferior.

Excellent mind, but worried because unattractive to boys.

Cultivated girl who worries because boys aren't attracted. Finds it hard to mix with young girls.

MEN

AMU Argumentative, shy Jew who feels social inferiority. Good student.

Repulsive-appearing boy who has withdrawn socially. Unstable.

Shy, immature, scholarly boy who works too much to secure social adjustment.

WOMEN

Unhappy. Prominent at another college. Not in things here.

WOMEN

ANS Socially and academically adjusted. Immature fundamentalist.

Phlegmatic girl. Sincere in studies. Colorless.

MEN

ANT Hard-working, old-fashioned, uncultured, but plugging away. Father a molder.

WOMEN

Brilliant but dogmatic girl who feels socially inferior.

Capable girl from mediocre background who has let failure to make sorority give her sense of inferiority.

MEN

ANU Introverted, slow, unstable, socially inferior.

Conscientious boy with bad home situation who is without any group.

Boy who can't get away from home. Catholic.

MEN

AOT Very odd case of introverted boy, academically adjusted but upset about his adjustment to life (sexual basis probably). Neurotic.

Introverted Jew with excellent scholarship. Inner conflicts upset him. Social adjustment mediocre.

WOMEN

Musical Jewess. Spoiled, sexually troubled, and feels inferior.

MEN

AOU Jewish boy, son of a junk-dealer, who is academically adjusted but whose life and social adjustment are bad.

Jewish boy who because of appearance has marked inferiority feelings. He is adjusted academically.

Epileptic mother and poor farmer father. Ashamed of them. Himself emotionally erratic. Bright and cultured.

WOMEN

Intelligent, but disillusioned, cynical, socially sensitive.

MEN

BLS Filipino who has made remarkably good adjustment except academically where language interferes.

Mature. Supports self as salesman.

Ambitious, conscientious, uncultured boy whose only difficulty is lack of intelligence.

WOMEN

Serious, pretty, intelligent, extravert, but not culturally inclined.

Self-satisfied, mature, fairly intelligent. No curiosity.

WOMEN

BLT Limps. Not cultured, but very determined and conscientious.

MEN

BMS Easy-going, immature. Has ability but hasn't developed it. Has followed line of least resistance.

Intelligent, fairly cultured, but erratic, conceited.

Twenty-four-year-old Junior who worked on farm. Except for grades, satisfied with his narrow life.

A Jew who tries to dodge the fact. Shallow, practical.

Shallow, cocksure "joiner." Dates and campus activities preoccupy him.

Boy of good capacities who hasn't found himself yet.

Excellent capacities, cultural leanings, but not mature nor effective in school.

Unusually intelligent boy, Jew, who bluffs way. Shallow.

Married Jew. Intelligent, somewhat radical. Not greatly interested in literary-college work.

Rather ordinary student with strong desire for social approval.

Intelligent, but immature and living in small world. Protected at home.

Erratic youth who got bad start academically. Doing better now.

Unintelligent, unstable, prejudiced. Feels unhappy because he has to work.

Confident, somewhat cynical, intelligent, unstable.

Immature, energetic, has common sense. Polish. Good sense of values but rather unintelligent.

Superficial but well informed. Worthy ideals but too extraverted to carry them out.

Active on campus. Hero to Freshmen. Moral but superficial, energetic but not original.

Extremely superficial Jew; now agnostic. No sense of serious things.

Unintelligent, superficially adjusted son of a doctor.

Physical-education student who doesn't think but is fairly well adjusted.

Superficial athlete who tries to "put it over" on professors and hasn't thought deeply on anything.

Bully type who has just begun to realize own shortcomings. Bright but not academically interested. Immature, shallow.

Sloppy boy, afflicted with misshapen nose. Works. Socially inclined.

WOMEN

Showy Jewish girl who doesn't study and boasts of money, travel, etc.

Only child who has taken nursing and is interested in supervision.

Unintelligent physical-education student of strict standards.

Shallow, self-satisfied, sexually conservative—small world.

Immature, rather indifferent to studies, artistic or literary leanings.

Interests are clothes, boys, parties. Studies come hard.

No responsibility, overprotected at home. Very extraverted.

Jewish, blatant. Men, clothes, parties chief interests.

Rather shy; work hurts studies.

Nervous, dramatic, exhibitionistic but well liked. Spoiled.

Easy-going, rather unintelligent extravert.

Average mentality; not original; stable, naïve, happy. Works. Thrifty.

Average coed; attractive, intelligent, but superficial.

Attractive, protected at home, a trifle inadequate socially—sensitive.

Attractive girl of limited capacity and culture.

Easy-going, fairly intelligent extravert. Quite cultured. Upset slightly by failure to make sorority.

MEN

BMT Immature boy, but reliable and will come out all right. Having friction with stepmother with whom he lives.

Intelligent, slightly disillusioned, and misfitted in university life.

Jewish boy who just entered. Was well adjusted in small school but feels he hasn't enough money to be a social success here.

Very sensitive Jew—lone-wolf type. Rather dull.

Whole aim is to raise self from laboring class to status of college graduate. Feels inferior and works to detriment of his culture.

Works forty-eight hours a week which hurts him academically and socially.

Boy with eye defect who is fairly well off.

Unstable, easy-going, argumentative.

Jewish boy who feels socially inferior and has trouble with studies.

Serious, rather unintelligent son of immigrants. Works. Disappointed about failure to "make" fraternity.

Pure case of immaturity. Intelligent, cultured, but not well oriented.

WOMEN

Spoiled, with superiority feeling. Restless.

Physical-education student who is slightly maladjusted socially.

Completely dominated, almost enslaved at home. Can't run own ship now.

Well balanced, earnest, no great capacity, socially aloof.

Unintelligent, ordinary girl who daydreams. No dates.

Shy, spoiled, not intellectual. No background.

Girl whose home situation keeps her from social and academic adjustment. Intelligent.

MEN

BMU Inferiority feelings due to underdeveloped physique and perhaps masturbation. Unstable but serious.

MEN

BNS Jew of immigrant parents who feels well adjusted but whose life is narrow and without imagination.

Naïve boy who is due for a jolt when he meets problems.

Accepts everything. No originality. Perfectly colorless.

Self-satisfied, rather unintelligent, Polish, Catholic, uncritical.

WOMEN

Catholic girl who runs away from anything which conflicts with her beliefs.

Provincial Methodist who has just begun to broaden. Works.

Steady, reliable girl, a trifle sensitive, and rather provincial.

MEN

BNT Exceedingly immature, physically as well as mentally. Chronic masturbation. Fairly intelligent but childish. No religious conflicts.

Exceedingly immature. Called "baby face" by fraternity brothers. Has developed an indifference as a protection from "kidding." Protected.

WOMEN

Not much intelligence. Inferiority feelings compensated for by air of superiority. Though twenty-three, very childish in pride over her successful rivalry with sister.

Immature, narrow-minded. Feels inferior. Poor background. Helped start new sorority.

A timid but intelligent drifter who has no originality.

Strict home training causes shyness. Lives at home where mother dominates. Ignorant in sex matters.

Easy-going girl who accepts dogmatic ideas of bigoted mother.

Nunlike, highly prejudiced, unintelligent, colorless. Feels inferior. Has physical defect.

WOMEN

BNU Socially ill at ease, rather cultured, old-fashioned.

MEN

BOS Gambling, licentious, unstable, superficial, but bright.

WOMEN

Neurotic girl of drifting sort. Depressed and unoriented.

MEN

BOT Introverted boy with cultivated tastes and very intelligent.

Colorless and uncultured boy who is not well; spoiled.

MEN

BOU Came to college because the thing to do. In poor health. Feels inferior. Broods. No ambition. Sex at bottom of trouble.

Extremely sensitive boy whose social maladjustment has completely upset him. Unintelligent and uncultured.

Friendless, introverted boy who does radio-repair work and reads a lot.

Jew who is ashamed of his race and fact that he works. Jealous of his girl.

WOMEN

Depressed, unintelligent, uncultured. Has to work.

MEN

CMS Impervious to culture; no intellectual curiosity. Social contacts absorb.

Intelligent, well informed, but too lazy to study.

Immature but intelligent boy who is drifting.

Musical interest drives out all other concerns.

Immature boy with literary interests whose academic work is poor.

Egocentric, immature, dogmatic. Studies only trouble.

Rather serious boy, yet shallow. In a non-intellectual fraternity. Completely unoriented.

Lazy boy who hasn't tried to think. Wasting time here.
Very immature, unambitious boy. Colorless.
Blustering introvert. Much upset by unfortunate experience one and a half years ago. Is recovering now, but his studies suffered.
Satisfied with rather inadequate culture level and life adjustment.
Athlete with cultural interests but poor academic record. Sexually maladjusted.

WOMEN

Poorly informed, "hard-boiled" girl who works much and has no intellectual curiosity.
Careless, irresponsible, poorly informed, though reads considerably.
Fairly intelligent, Ann Arbor girl, who is distracted constantly and cannot budget time properly.
Girl from good family whose work and lack of interest in studies make her academic work poor.
Unintelligent girl who is well adjusted except academically. She had better leave college.
Immature but cultured girl.
Scatterbrain, unintelligent girl who does not succeed academically.

MEN

CMT Immature, shy, worried over finances.
Ambitious but little capacity. Rural background. Feels inferior.
Immature, doesn't understand self, unstable, sheltered at home. Worried about studies.
Son of Polish immigrants who hasn't capacity. Feels inferior all around.
Determined boy whose work has hurt his academic adjustment. Shy and immature.
Serious, but lacking ability. Few friends. Accepts his deficiencies and tries to adjust to them.
Sensitive, unintelligent. Works as barber.

MEN

CNS Unintelligent boy who won't succeed in entering medical school as he aims to do.

Rather unintelligent boy who hasn't thought much and is a little shy with girls.

WOMEN

Shallow, unworried extravert with bad academic record.

Completely extraverted, very unintelligent, irresponsible.

MEN

CNT Unintelligent boy trying to be architect. Uncritical. Inferiority feelings.

No background. Suspects his lack of intelligence and it bothers him.

Unintelligent, no culture, immature. Feels inferior.

Boy from small town. Very immature, feels inferior, worried.

Unintelligent, uncultured Jew who feels discrimination.

MEN

COS Unintelligent boy who has compensated for lack of culture and academic success by throwing self into campus and social activities.

Neurotic, unintelligent. Nonchalant on surface, underneath disturbed.

MEN

COT Badly off all around. Lacks capacity. Poor mixer. No orientation.

Financial worries and home difficulties have reduced this capable, hard-working boy to a sad state.

Immature, prejudiced, erratic. Claims Catholic but looks a Jew.

Jew interested in cultural things who finds life discouraging. Feels inferior.

WOMEN

Unreliable girl whose mother's coldness may have caused her serious maladjustment.

MEN

COU Unhappy, unoriented, unintelligent.

Boy with acne. Acutely sensitive. Can't work or mix with others. Whole life upset. Introverted anyway.

Ashamed of menial work. Confused about life.

Chronic masturbation has completely disorganized him.

Has become indifferent to everything except his own mental disorder.

Acne of face chiefly responsible for sense of inferiority and instability.

Unintelligent boy who has to support twelve-year-old brother and isn't integrated socially. Neurotic.

WOMEN

Suffers from strong sense of inferiority in all fields.

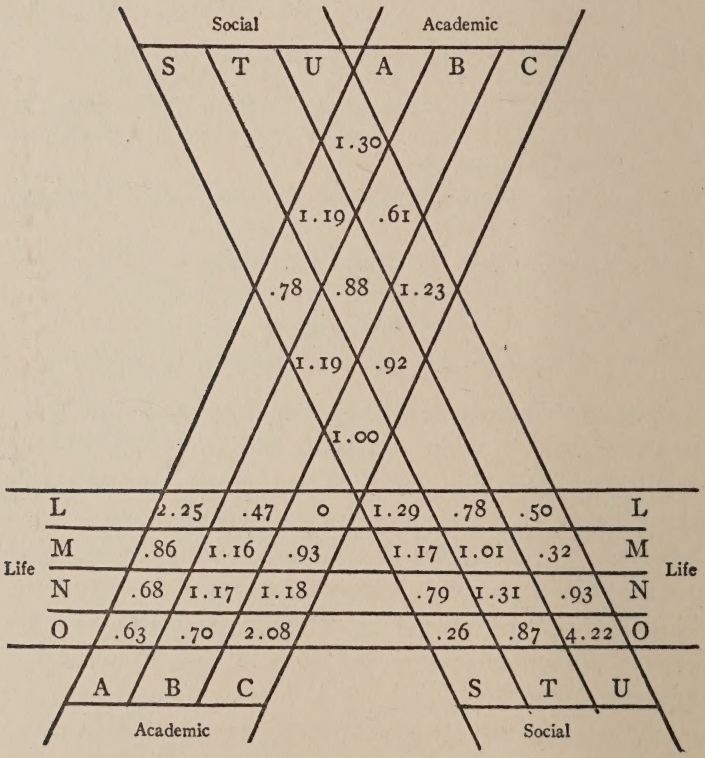
Much that is significant appears from a consideration of the degrees to which academic, social, and life adjustment are correlated. A simple method of indicating this is by Table II, showing the percentage of quota in each instance. A percentage of .75, for instance, means that the two classifications actually occur together among the cases only three-fourths as often as would happen by chance, given the number of cases in each classification actually found.

This table clearly reveals a strong positive correlation between good academic and good life adjustment and the opposite (AL = 2.25, CO = 2.08). It is significant that L and C never occur together and that AO = .63. This is what one would expect since the better students are more

intelligent and have already made a satisfactory adjustment in one important phase of their lives.

TABLE II

PERCENTAGES OF QUOTA OF CLASS COMBINATIONS



When the correlations between academic and social adjustment are examined, interesting things are found. The mediocre students are evidently the best adjusted socially (BS = 1.19, BU = .61); the poor students next

best (CS = 1.00, CU = 1.23); and the good students worst (AS = .78, AU = 1.30). This seems to lend some color to the gibe of the poor students that most of the good scholars are "greasy grinds" who take no interest in mingling with their fellows. However, there is another factor entering here which handicaps the A group; i.e., that they come from smaller families[1] than the other students and perhaps are therefore not so experienced socially. Nevertheless, it is quite apparent from a careful scrutiny of the case records that frequently those who find difficulty in making an adequate social adjustment put themselves into their academic work with redoubled vigor with the hope that they may compensate for ill success in one field with good success in another. The fact that the highest percentages of quota that occur with reference to the A group are AL = 2.25 and AU = 1.30 may lend some support to Dr. Frankwood Williams' contention that good students are of two kinds: those for whom academic work is a natural, healthy outlet for energy, and those for whom it is a compensation for failure elsewhere, especially in social adjustment.[2]

Social and life adjustment are positively correlated, particularly in the poor state of each (OU = 4.22). The N class is somewhat inferior and the O group markedly so. It would seem from the table that social maladjustment is very closely related to general life maladjustment, either as cause or effect or both. It is significant that OU = 4.22 as compared with CO = 2.08. This probably

[1] See chap. v, Table XXI.

[2] See "Mental Hygiene and the College Student: Second Paper," *Mental Hygiene*, IX, 237–38.

means that failure in studies is not as important to college students as failure in social adjustment. The converse, however, is not true. Success in academic adjustment is more closely correlated with success in life adjustment than is successful social adjustment (AL = 2.25, LS = 1.29).

III

INTELLIGENCE, CULTURAL INTEREST, AND BACKGROUND

From what evidence we have it would appear that the intelligence of the group studied is approximately normal for a college group of a little more than Sophomore stand-

TABLE III

INTELLIGENCE SCORES

Class Limits	Frequency
37–46 ///	3
47–56 ////	5
57–66 //// //// //// //	17
67–76 //// //// //// //// //// //// //	32
77–86 //// //// //// //// //// ////	30
87–96 //// //// //// //// //// //// //// //// ////	45
97– 6 //// //// //// //// //// ////	30
107–16 //// //// //// //// ////	24
117–26 //// //// //// //	17
127–36 //// //// ////	9
137–46 //	2
147–56 //	2
	216

Arithmetic mean = 91.3

ing. On Thurstone's Psychological Examination, Test IV, the distribution was as shown in Table III. The arithmetic mean of this distribution compares favorably with the norm of 88.8 for 6,806 college Freshmen but

rather unfavorably with the averages obtained in the few studies of college upperclassmen.

The distribution on the George Washington University Social Intelligence Test was as shown in Table IV.

TABLE IV

SOCIAL-INTELLIGENCE SCORES

Class Limits	Frequency
56–62	2
63–69	3
70–76	1
77–83	13
84–90	13
91–97	24
98–104	28
105–111	38
112–118	34
114–125	35
126–132	15
133–139	8
140–146	2
	216

Arithmetic mean = 107.9

The arithmetic mean of this distribution, 107.9, compares slightly unfavorably with the provisional norm of 111 for upperclass college students, though very favorably with the provisional norm of 98 for college Freshmen.

The scores on the Information Test, composed of sixty-six questions,[1] were determined as the number right

[1] See Appendix, p. 149.

minus the number wrong. The distribution is shown in Table V.

A further analysis was made on the basis of the types of information required (see Table VI). The questions

TABLE V

INFORMATION SCORES

Class Limits		Frequency
−9 to −5	/	1
−4 to 0	////	4
1− 5	///// /	6
6–10	///// ///// ///// ////	19
11–15	///// ///// ///// ///// ///// ///// //	32
16–20	///// ///// ///// ///// ///// /////	30
21–25	///// ///// ///// ///// ///// ///	28
26–30	///// ///// ///// ///// ///// ///// ///// ////	39
31–35	///// ///// ///// ///// ///	23
36–40	///// ///// ///// /	16
41–45	///// ///	8
46–50	///// //	7
51–55	///	3
		216

Arithmetic mean = 23.3
(67.6% right) (32.4% wrong)

were divided into those on natural science; those on social science; and those on art, literature, and religion.[1] These distributions approximate the normal frequency curve and also indicate that the questions in the three classifications were of almost the same difficulty, those on art, literature, and religion proving slightly the most difficult.

[1] See Appendix, p. 149.

If we compare the men and the women in this study we find the results shown in Table VII. The difference on the Thurstone Intelligence Test is seen to be negligible. That on the Social Intelligence Test is probably

TABLE VI

SCORES ON DIVISIONS OF THE INFORMATION TEST

NATURAL SCIENCE (22 QUESTIONS)		SOCIAL SCIENCE (25 QUESTIONS)		ART, LITERATURE, AND RELIGION (19 QUESTIONS)	
Class Limits	Frequency	Class Limits	Frequency	Class Limits	Frequency
−2 to −1...	4	−8 to −6...	2	−7 to −6...	3
0–1.....	10	−5 to −3...	5	−5 to −4...	5
2–3.....	12	−2 to 0.....	12	−3 to −2...	8
4–5.....	21	1–3.....	22	−1 to 0....−	21
6–7.....	32	4–6.....	28	1–2.....	25
8–9.....	33	7–9.....	48	3–4.....	39
10–11	28	10–12.....	36	5–6.....	24
12–13.....	24	13–15.....	32	7–8.....	29
14–15.....	23	16–18.....	12	9–10.....	24
16–17.....	15	19–21.....	16	11–12.....	19
18–19.....	9	22–24.....	3	13–14.....	12
20–21.....	5			15–16.....	5
				17–18.....	2
	216		216		216
Arithmetic mean = 9.1 70.7% right 29.3% wrong		Arithmetic mean = 9.0 68.0% right 32.0% wrong		Arithmetic mean = 5.2 63.6% right 36.4% wrong	

significant. With a difference of 4.65 and a probable error of the difference of only 1.89 the chances are 95 in 100 that women of the type tested are superior in this test to men of the type tested[1]. Presumptive confirmation is obtained from the fact that 55.4 per cent of

[1] Similar female superiority in this test was found by Thelma Hunt. See "The Measurement of Social Intelligence," *Journal of Applied Psychology*, VII, 317.

the women are found in the S group as compared with 46.6 per cent of the men. The men, on the other hand, do far better on the Information Test. With a difference of 7.31 and a probable error of the difference of only 1.015, the result is absolutely reliable for the types of men and women tested. The marked superiority of the men in information, though not on intelligence, seems to validate the test as one of culture rather than mental ability. The

TABLE VII

AVERAGE TEST SCORES, BY SEX

	Intelligence Test	Social Intelligence Test	Information Test			
			Total	Natural Science	Social Science	Art, Literature, and Religion
Men.....	91.9	106.05	25.4	10.8	10.7	4.5
Women.....	90.3	110.7	19.3	6.3	6.3	6.3
All.....	91.3	107.9	23.3	9.1	9.0	5.2

forecasts made by some that the results would closely approximate those secured in the Intelligence Test were not borne out. Perhaps the most interesting results of all are those in the subdivisions of the Information Test. The men's superiority in natural science is probably attributable to their greater interest in mechanical and scientific problems. The explanation in the case of the social-science questions may be that men read newspapers and indulge in political controversy more than women. The reversal of the tables in the case of art, literature, and religion indicates the feminine interest in the less immediately practical spheres of thought and work.

If now we take the average score made on each test by all those assigned to the various classes of adjustment we have the results shown in Table VIII. A word of caution should be given here in regard to the reliability of this and all subsequent tables involving the separation into classes by sex. This procedure reduces the numbers in

TABLE VIII

AVERAGE TEST SCORES OF MEN AND WOMEN, BY ADJUSTMENT CLASSES

	ACADEMIC			LIFE				SOCIAL			ALL
	A	B	C	L	M	N	O	S	T	U	
Men:											
Number of cases	43	51	39	18	73	17	25	62	50	21	133
Percentage of all	32.3	38.3	29.3	13.5	54.9	12.8	18.8	46.6	37.6	15.8	100.0
Intelligence	98.8	92.8	83.2	90.7	96.2	81.1	87.8	96.2	86.1	93.5	91.9
Social intelligence	109.0	109.0	98.4	107.2	109.6	95.1	101.6	107.5	104.6	104.4	106.05
Information	28.0	28.1	19.8	27.5	28.2	16.3	23.1	27.4	24.3	23.7	25.4
Women:											
Number of cases	34	38	11	13	48	16	6	46	30	7	83
Percentage of all	41.0	45.8	13.3	15.7	57.8	19.3	7.2	55.4	36.1	8.4	100.0
Intelligence	94.8	88.5	82.3	99.6	87.9	91.1	86.7	90.4	91.4	84.7	90.3
Social intelligence	115.4	108.9	100.3	111.2	110.9	110.6	104.8	109.6	113.6	102.1	110.7
Information	27.1	14.8	11.1	22.7	19.1	18.7	15.8	17.4	21.2	24.1	19.3

some cases (as C women, L men and women, N men and women, O women, and U men and women) to such an extent that great reliance cannot be placed upon the figures.

In general, the table indicates that academic adjustment for both men and women is closely correlated with all three tests. The only irregularity is that B women are much inferior in information to A women, while B men are quite the equals in this respect of A men. Since there is a larger proportion of all women in the A class than of

all men, this probably indicates that more men than women who are equipped to do good academic work are lazy and stay in the B class. In other words, the women come closer to realizing their potentialities. This is also borne out by the division into classes of the two groups, for with slightly inferior intelligence a larger proportion of the women than men rise into the A group and a smaller proportion fall into the C group.

When we look at the life adjustment section we notice that the M men are consistently superior in the tests to the L men. The contrary is true of the M and L women. Possibly the explanation of this is that though women mature younger than men and we should therefore expect more of them to be well oriented, they have a more difficult life-problem to solve satisfactorily and therefore only the very intelligent ones have successfully adjusted themselves; the men, maturing later but having an easier problem to solve, are not selected on the basis of intelligence. The greater proportion of women than men in the N group simply bears out the well-known fact that women are more protected from life than men and are therefore more likely to be adjusted in a traditional way. The women in this class are by no means inferior; they have not had opportunities to face the larger issues of modern life. On the other hand, the men in this group are the most inferior of all classes. Practically all men are brought face to face with modern theories and problems, and only the most stupid are content to remain adjusted in a traditional manner. The O classes are inferior to the L and M classes for both men and women and inferior to the N women but superior to the N men. In the case of

both sexes these individuals have cast themselves free from traditional moorings but have not quite had the intelligence, or temperament, or emotional control to weather successfully the transitional period. They are by no means a very inferior group, judged by the tests.

The social adjustment section reveals that the S men are in all respects superior to the T and U men, which two classes are very similar on the tests. The T women, on the other hand, are best on the Intelligence and Social Intelligence tests, followed by the S and U women. The Information Test, however, finds the U women leading, followed by the T and S women. Any explanation of this peculiar situation can be little more than a guess, but it will perhaps do no harm to risk one. At a university like Michigan the whole social situation is dominated by the men, both because of greater numbers and a longer history of attendance. In this situation, the men who get along satisfactorily are likely to be better equipped than those who do not. The popular girl, however, both among her own and the opposite sex, is likely to be the one most approved by men, which at present is a rather shallow type. Many of the highly intelligent women find that they are considered too intellectual for a campus dominated by men in search of recreation in their contacts with women. The Information Test results apparently mean that the unpopular girls have compensated for their lack of social success by reading, whereas the socially well adjusted have been taken up by their social intercourse. This would not occur so much among men because of the greater variety of amusements to which men can turn when they are alone.

Turning now to the interest which the students showed during the interview in distinctly cultural things, such as music, good literature, the drama, science, and the fine arts, we have the results shown in Table IX. This table reveals a generally low state of cultural interest. The fact that not quite half the men and only 60 per cent of the women showed a sincere interest in any field of culture is somewhat disquieting. That this does represent the general situation, however, is supported by many

TABLE IX

PERCENTAGES OF MEN AND WOMEN EVINCING SINCERE CULTURAL INTERESTS, BY ADJUSTMENT CLASSES

	ACADEMIC			LIFE				SOCIAL			ALL
	A	B	C	L	M	N	O	S	T	U	
Men	.72	.43	.31	.72	.52	.18	.44	.48	.46	.57	.49
Women	.97	.39	.18	.85	.56	.56	.50	.57	.67	.57	.60

student comments; for instance: "Most of our life on the campus is lacking in real thought. We don't develop a sense of criticism. If we state an opinion, it is usually that of another we have found to be acceptable. We like things because we think we should and vice versa."*

The table indicates clearly a close correlation between academic success and cultural interest, as would be expected. The same is true of life adjustment. Here again we note that the N men are a very inferior group. There is no central tendency revealed in the social adjustment section. The tendency here is probably for those who are maladjusted to compensate by taking up cultural in-

terests, though they are somewhat handicapped in this by their lack of intelligence (excepting the T women). That the women have greater cultural interest than the men is not surprising when we discover their better background (below) and in view of their better academic record (see chap. iv).

TABLE X

COMBINED YEARS OF EDUCATION OF PARENTS

Class Limits	Frequency
6 and less	4
7–10	5
11–14	15
17–18	35
19–22	51
23–26	41
27–30	36
31–34	20
Not recorded	9
	216

Arithmetic mean = 22.1

Information concerning the cultural background of the students is found in the statement of their parents' education and in data of the interview. The combined years of schooling of parents is shown in Table X. If both father and mother were high-school graduates, for instance, the figure would be 24. We find that the average parent of these college men and women had approximately eleven years of schooling. This is very high when it is realized how small a proportion of the population received that much education in the period 1885–1905.

The averages for men and women in the various classes are shown in Table XI. We can add to this the information concerning background secured in the interview by rating the background as good (3 points), medi-

TABLE XI

COMBINED YEARS OF EDUCATION OF PARENTS OF MEN AND WOMEN, BY ADJUSTMENT CLASSES

	ACADEMIC			LIFE				SOCIAL			ALL
	A	B	C	L	M	N	O	S	T	U	
Men	20.3	22.1	20.8	20.9	21.9	19.4	20.1	22.2	20.3	20.1	21.1
Women	23.9	23.4	23.5	26.2	23.1	22.9	23.3	23.4	23.4	26.0	23.6

TABLE XII

AVERAGE RATINGS OF HOME BACKGROUNDS OF MEN AND WOMEN, BY ADJUSTMENT CLASSES

	ACADEMIC			LIFE				SOCIAL			ALL
	A	B	C	L	M	N	O	S	T	U	
Men	1.74	1.94	1.62	1.94	1.89	1.41	1.60	2.00	1.58	1.62	1.78
Women	2.32	2.00	1.32	2.38	2.17	1.81	1.83	2.27	1.93	1.86	2.11

ocre (2 points), or poor (1 point). The averages thus obtained are shown in Table XII.

Taken together these two tables indicate that there is perhaps a slight correlation between good academic adjustment and good background, except that A men have not so good a background as B men. As we have been led to suppose before, this would seem to indicate that many of the B men are triflers who have advantages of intelligence and background which fit them to do better

academic work. The A men are evidently for the most part earnest and are making the most of their opportunities.

The life adjustment section is very consistent. In both tables the N men and women appear to have inferior backgrounds. Since they are the ones who have not yet begun to think critically for themselves we should expect their backgrounds to be less stimulating. We notice once more the slight superiority of the M men over the L men, perhaps showing that those from the most cultured homes have taken things too easily and have not bothered to orient themselves.

In the social adjustment section the men register a consistent correlation of adjustment with background. In the case of the women, however, it is difficult to interpret the results. The maladjusted ones have better-educated parents, though in the interview their homes did not seem cultured. The U group being very small, the result is probably an accident of sampling.

Perhaps the most striking feature of these tables is the marked superiority of the background of the women in general. This probably means that they are a more highly selected group on the basis of culture level than the men. This would naturally follow from the fact that a college education still is more of a general broadening process and less of an economic stepping-stone for women than for men. The women's better background no doubt goes far toward accounting for their greater academic success. Under these circumstances it is rather surprising that they do not come nearer equaling the men on the Information Test.

IV

ACADEMIC ADJUSTMENT

Table XIII shows the manner in which the 216 students fall into the three classes of academic adjustment by sex. It must be remembered that students were placed in academic classes not on the basis of their scholarship records alone. This was of course the most important piece of information in determining a student's class, but other factors were considered such as interest in studies, feeling of satisfactory or unsatisfactory adaptation, etc.

TABLE XIII

PERCENTAGES IN ACADEMIC ADJUSTMENT CLASSES, BY SEX

Classes	Men	Women	All
A	32.3	41.0	35.6
B	38.3	45.8	41.2
C	29.3	13.3	23.1
Total	100.0	100.0	100.0

The frequency distribution of the honor-point to hour ratios is shown in Table XIV. The ratio of honor-points to hours for the academic adjustment classes by sex is shown in Table XV.

The difference in academic record between the men and women is quite reliable, the probable error of the difference being .0528. Since the actual difference is .157, there are 97 chances in 100 that the result is significant.

The major conclusion to be drawn from these tables is

self-evident: that the academic adjustment of college students leaves much to be desired. Only slightly more

TABLE XIV

HONOR-POINT TO HOUR RATIOS

Class Limits		Frequency
−.15 to +.09	D average	3
.10– .35		1
.36– .61		6
.62– .87		21
.88–1.13	C average	46
1.14–1.39		38
1.40–1.65		35
1.66–1.91		24
1.92–2.17	B average	19
2.18–2.43		14
2.44–2.69		5
2.20–2.95		4
		216

An A gives 3 points; a B, 2; a C, 1; a D, 0; and an E,—1. All give hours credit except E's.

TABLE XV

HONOR-POINT TO HOUR RATIO AVERAGES OF MEN AND WOMEN, BY ACADEMIC ADJUSTMENT CLASSES

Classes	Men	Women
A	1.92	2.01
B	1.26	1.27
C	.78	.64
All	1.35	1.51

than one-third are well adjusted, and slightly less than a quarter are quite badly maladjusted.

The percentages in the three classes by sex indicate that the women are superior to the men in their academic work. The most conclusive evidence of this is that proportionately there are less than half as many of them in the C group. In the preceding chapter we saw that, though they were no more intelligent and were even inferior on the Information Test, they probably came from more cultured homes. How much of their academic success is due to this, how much to their greater conscientiousness (which almost all professors notice), and how much to the fact that men have more distracting influences to contend with such as gambling, drinking, etc., is impossible to say.

Information was secured during the interview concerning both the student's own academic adjustment situation and his reaction to the university as an educational institution. The two are of course related but they can conveniently be treated separately. We shall discuss the three academic classes in regard to both of these.

A few characterizations of the adjustment situations of men and women in each class will reveal how varied are the factors involved even within one class. The individual's full classification is given in each instance.

CLASS A

ALS Very conscientious. Does not work for grades but for education. Does collateral reading and investigation on his own.

ALT Not brilliant but conscientious.

AMS Industrious, rather unintelligent student, whose marks come hard.

AMT Doesn't worry about ability, "I don't take school any too seriously." Does just enough to get good grades. Prides self on ability to "cram."

AMT Living at home helps studying.
AMT Gets excellent grades with little effort.
AMU Is taking interest in studies as compensation for her social failure here.
ANU Getting along well but doesn't like the work.
AOU Gets a "kick" out of arguing with instructors.
AOU Worries about academic work simply because she worries about everything.

CLASS B

BLS Outside work (thirty-five hours a week) and language difficulty (Filipino) make studies difficult.
BMS Works hard but ability not great.
BMS Doesn't study any more than is absolutely necessary.
BMS Willing to sacrifice academic achievement for social prestige.
BMT Home situation here unhappy. Hurts work.
BNT Shallow thinker. Content with mediocre grades.
BOS Bright but does just enough to "get by."
BOU Works for courses he is interested in.

CLASS C

CMS Interest in music interferes with academic work.
CMS Lazy. Worries some. Is intelligent enough to do good work.
CMS Worry over bad sex experience and ill health have hurt academic adjustment.
CMT Worries a great deal over studies. Lies awake nights before exams. Lacks capacity.
CNT Doesn't seem to realize how badly off he is.
COS Defensively states that he thinks activities more important than scholarship.
COT Doesn't study. Has always got good marks before without studying. Doesn't want to begin now.
COU Worries about acne and dependence on uncle. Can't concentrate. No lack of capacity.

No more striking evidence could be given of the futility of prescribing any one general remedy for academic ill success or any one sure road to satisfactory adjustment. Examination of the records in this study prove beyond question the desirability of seeing each individual as a separate problem whose whole adjustment situation must be envisaged before an understanding of his academic position can be secured.

Let us turn now to the reaction of the students to the university as an academic institution and to college life generally as related to scholarship. We find that the criticisms of the university are chiefly of three sorts:

1. The instructors are at fault; either incompetent or indifferent to their students or unfair in their dealings with students. Examples of comments:

"Those who consult with instructors get best grades."

"Some instructors make me furious. They tear down all my ideals."

"Instructors discriminate against me because I am a Jew."

"A lot of your marks depend on your 'line.'"

"It is hard to adjust to impersonal treatment after the personal interest at Western State Normal."

"One professor has been using the same text at least five years and cannot translate a definition in a foreign language in that text; one has a habit of 'passing the buck'; one lectures from his own text, in terms of apples and oranges as it were, so the dear children would be sure to understand; another rather liked his subject but was always a bit sleepy; the main thing that bothers me is that the instructors seem to know just so much—enough

to receive their degrees—and that is the extent of their knowledge. Curiosity both in teachers and students, seems to be utterly lacking, and nobody cares about anything but grades."*

"I have listened to men so bound up with their own narrow spheres that they were mere shadows of their books. . . . . I have met a few men who think once in a while, a few others who were human, but most of them have been pitiful examples of supposedly educated men."*

"Most every course I have had on the campus has served as the place for instructors to impress the students with the difficulty of their subject matter."*

2. Marking and examinations systems are faulty. Examples of comments:

"Too much emphasis is laid upon the final examination."

"Marking system needs to be standardized."

3. Classes are too large and the whole system too mechanical. Examples of comments:

"Big school scares me after small one."

"It is hard to adjust to a business-like university."

"I feel an outsider in such a large school."

"No personal contact with instructors in many large classes."

"The first year I thought the university a huge, heartless place. Never for a single minute did I feel part of the institution."*

"I was completely lost in a vast institution—yet that year [Freshman] did mark a step in my education."*

"It seems every time I have got deeply absorbed in a problem that I desired to solve, I have been assigned some

long thesis to write or book to read that is not in harmony with my thoughts or interest. Energy is all the instructors require, and the students work like the soldier who dug a ditch only to fill it up again. It is a routine; a regular, thoughtless, unsympathetic machine that grinds on and on. Our heads are trimmed to fit the slots in order to pass through the examinations. All of us who survive come out in the fourth year stamped 'Michigan' and are shipped away just like a case of tomatoes."*

Other criticisms which were made were interesting. Here are a few:

"Too much theory here."

"Too much paternalism."

"University hasn't helped me to understand life as I expected it would."

"The attitude here is too materialistic. A philosophy course disgusted me. I thoroughly disbelieve it."

"College demands too much for one to become really cultured."

"Why is it that universities feel that it is more important that students spend two hours in preparation for every hour of class work than that they achieve a lasting interest in some intellectual activity or some art? Expression, which is perhaps the finest aim of life, is for most of us vicarious. I shall never be a great musician but I can learn how to feel swell in me the same emotionally intellectual thrill that makes expression for an artist the whole of life. I shall never be a great poet, but I can learn to tingle with sheer delight when I read good poetry. Universities should teach appreciation since most of us will never be great creators."*

In regard to the atmosphere of the campus, or the general influence of college customs and standards, pertinent comments were made. For example:

"You are sort of carried along by things, football and the others, and you have to attend and do as the rest do even if you would rather read."

"My fraternity brothers make so much noise I can't concentrate."

"Fraternity life has kept me shallow."

A student somewhat interested in geology but otherwise indifferent gives an interesting commentary on the campus atmosphere: "My other subjects were only a side branch and I depended on 'cribbing' in order to get through them. I saw that 'cribbing' or cheating was not looked down upon by the majority of students, but in fact was practiced extensively, so I was not conscience stricken in any way. The fact that examinations were so closely supervised only added impetus to the idea that I was really accomplished to be able to cheat and in no way did it seem to worry me. This, I believe, is the approximate attitude of the majority of the students in the literary school."* Though unquestionably exaggerated, this is significant.

" 'Collegiate' has three factors: (1) hurry, (2) applied interest, (3) freedom."*

All remarks were not adversely critical, however. "The general atmosphere of Ann Arbor has made a lasting impression on me. I spend hours in the book stores and libraries just browsing around."*

Reactions were not obtained from all the 216 students in the study in regard to these matters. In Table XVI

only 168 cases are involved. Approximately a proportionate number are represented in each of the three classes. This table indicates that on the whole the well-adjusted students academically are less likely to criticize the university than the poor students, though more likely to criticize the general atmosphere and tone of college life. The matter of large classes and mechanical organization appears as a difficulty in the three classes about equally. The instructors, however, come in for much

TABLE XVI

PERCENTAGES IN ACADEMIC ADJUSTMENT CLASSES SHOWING CERTAIN REACTIONS TO THE UNIVERSITY

Reactions	A	B	C	All
Feel that the university is satisfactory....	62.5	50.7	46.0	54.2
Criticize the university on some ground...	37.5	49.3	54.0	45.8
Instructors at fault.....	7.8	23.9	40.5	21.4
Marking and examination systems at fault	14.1	10.4	5.4	10.7
Large classes and mechanical organization.	9.4	10.4	13.5	10.7
Mention specifically that general atmosphere of campus is not conducive to study.....	15.6	11.9	10.8	13.1

greater criticism from the poor group. On the contrary, the marking and examination systems are criticized more freely by the well-adjusted type. It is probable that those who are not faring well academically find more satisfaction in taking out their animus on persons rather than on impersonal systems. Conversely, the good students are well treated by instructors because they interest their teachers; at the same time they are keener than the poor students in seeing flaws in the system. Many statements of good students, of which one example will suffice, bear

witness to their appreciation of the interest of instructors. "There was no personal problem too small for him to listen to with interest. . . . . I told him about my ideas on evolution and the southern poverty problems, and he gave me a list of books to read. . . . . They were like eating lotus leaves. Each one suggested two or three more and I am still in the midst of them."*

It will be remembered that in chapter ii we found that the B-class students were best adjusted socially, the C-class next, and the A-class worst. It is interesting to note

TABLE XVII

AVERAGE NUMBER OF SOCIAL AFFAIRS ATTENDED IN THE PAST MONTH BY MEN AND WOMEN, BY ACADEMIC ADJUSTMENT CLASSES

Classes	Men	Women
A	8.3	10.8
B	8.9	14.0
C	9.6	9.8

how the academic adjustment classes average in number of social affairs attended in the past month (see Table XVII).

In general, the best-adjusted class socially (B) is the highest in social affairs attended, though this is true only because the B women average so high that the inferiority of the B men to the C men is more than overcome. My own explanation of the table is that the C men are less conscientious than the C women. (There are a much larger proportion of all men in the C class and hence many of them are undoubtedly capable of better work.) These men probably idle away more time at movies than

the A- and B-class men, whereas the reverse is true of the C-class women. For an explanation of the generally higher average of the women see chapter v.

Good academic adjustment and decision relative to a career seem to be correlated. Whether one is cause and the other effect or both are symptoms of a more fundamental factor cannot be said with certainty. It is probable, however, that seriousness of purpose underlies both, and that occupational orientation gives added stimulus

TABLE XVIII

PERCENTAGES IN ACADEMIC ADJUSTMENT CLASSES SHOWING CERTAIN DEGREES OF ORIENTATION RELATIVE TO CAREERS

Classes	Career Tentatively Chosen	Student Has Some Doubt	Student Wholly Undecided
A.....	80.5	5.2	14.3
B.....	53.9	12.4	33.7
C.....	58.0	24.0	18.0
All.....	64.4	12.5	23.1

to academic work. Table XVIII makes the situation clear.

The Watson Fair-mindedness Test gives interesting results with reference to the academic classes. Only prejudice scores of 30 per cent or more in any line were counted. The percentage in each class registering that much prejudice is listed opposite each line of prejudice. The average amounts over 30 in all lines are given for the three classes by sex also. (E.g., a person scoring Fundamentalist 34 per cent and Protestant 41 per cent would be averaged in at $4+11=15$.)

Table XX shows a trifling difference in amount of prejudice among the three classes or between the sexes when it is realized that, for instance, 10.2 really equals 40.2 (with all scores of 30 per cent or less discarded). The

TABLE XIX

PERCENTAGES IN ACADEMIC ADJUSTMENT CLASSES SHOWING CERTAIN KINDS OF PREJUDICE

	A	B	C
Economic radical	4.2	0.0	4.0
Economic liberal	27.8	37.6	30.0
Capitalist	8.3	15.3	16.0
Social religion	6.9	4.7	8.0
Personal religion	4.2	10.6	16.0
Fundamentalist	9.7	12.9	10.0
Modernist	18.1	18.8	8.0
Religious radical	8.3	1.2	16.0
Protestant	2.8	5.9	10.0
Catholic	4.2	8.2	14.0
Strict moralist	5.6	8.2	8.0
Free moralist	23.6	23.5	30.0

TABLE XX

AVERAGE AMOUNTS OF PREJUDICE OF MEN AND WOMEN, BY ACADEMIC ADJUSTMENT CLASSES

	A	B	C	All
Men	11.6	7.1	12.7	10.2
Women	8.1	10.8	8.1	9.4

differences in kind shown by the three classes and the trend of all three classes taken together are interesting. Obviously college men and women are economic liberals and free moralists with a strong tendency toward modernism in religion. The members of the A group incline toward economic liberalism more than the members of the B and

C groups; are likewise more likely to believe in a social rather than personal interpretation of religion; more likely to incline to modernism; but not so likely to be religious radicals as the members of the C group. In general, it would appear that good academic adjustment is correlated with a point of view we may call "liberal" or "progressive" as contrasted with "conservative" or "traditional."

In addition to the causes of the degrees of academic adjustment so far considered, a condition which might have some influence is the size of the family from which the student comes. We see from Table XXI that the

TABLE XXI

AVERAGE NUMBER OF CHILDREN IN FAMILY, BY ACADEMIC ADJUSTMENT CLASSES

A	2.96
B	3.48
C	3.28

A-group students come from families considerably smaller than the rest.

This is not to be explained on the basis of better-educated or more cultured parents who have smaller families, since we found the A parents little if any better educated or more cultured than the B parents (see chap. iii). The inference is certainly strong that these are better students partly because they have received more personal attention and stimulation in the home due to a smaller number of brothers and sisters. It may perhaps, however, be a matter of better racial stock having smaller families.

When the different academic classes are examined for length of time at other colleges the suggestive results as shown in Table XXII appear.

Although the better adjusted are further through college, they have been at Michigan little longer than the poorly adjusted. This would seem to indicate that those

TABLE XXII*

AVERAGE NUMBER OF YEARS AT MICHIGAN AND OTHER COLLEGES, BY ACADEMIC ADJUSTMENT CLASSES

Classes	College Class in Years	Years at Michigan	Years Elsewhere
A.....	2.52	1.99+	.53−
B.....	2.29	1.99+	.30−
C.....	2.16	1.90−	.26+

* Signs indicate direction of slight corrections for relative proportions of men and women in the several classes.

who have come from other colleges do better academic work than those who have had all their preparation at Michigan. This same fact has been noticed in making up the Phi Beta Kappa list of recent years at Michigan. The explanation is probably that those who come to Michigan after a year, and particularly after two years, are the cream of the junior and denominational colleges looking for a broader field in which to exercise their talents.

V

SOCIAL ADJUSTMENT

Table XXIII shows how the 216 students fall into the three classes of social adjustment by sex. This table contains much food for thought. In the first place, satisfactory social adjustment is much more common than good academic adjustment. This is perhaps to be expected since there are few of us who do not strive for the former

TABLE XXIII

PERCENTAGES IN SOCIAL ADJUSTMENT CLASSES, BY SEX

Classes	Men	Women	All
S.....	46.6	55.4	50.0
T.....	37.6	36.1	37.0
U.....	15.8	8.4	13.0
Total.....	100.0	100.0	100.0

while many are indifferent to the latter. But the better social adjustment of the women is more puzzling. My own guess would be that the college women are of a more homogeneous social class (and that a relatively high one) than the men. There are not as many immigrant children and others who might feel themselves out of place. The influence of the greater degree of self-support among the men is almost certainly a factor also (see chap. ix).

In classifying the students socially, chief reliance was placed upon their own feeling in regard to their adjust-

ment as brought out in the interview. Relatively little weight was given to the figure, available in each case, representing the social affairs (movies, dances, concerts, etc.) attended in the last month. It was felt that attendance at entertainments, for instance, was often a compensation for lack of social adjustment rather than a measure of it. It is interesting, therefore, to see how this material

TABLE XXIV

SOCIAL AFFAIRS ATTENDED IN LAST MONTH

Class Limits	Frequency
0– 3	19
4– 7	53
8–11	64
12–15	44
16–19	11
20–23	13
24–27	6
28 and over	2
Questionable	4
	216

Arithmetic mean = 10.13
Median = 9.66

checks with the classifications. The frequency distribution for social affairs attended in the last month is shown in Table XXIV.

Arranged according to social adjustment classes by sex, the averages are shown in Table XXV. The difference of 2.3 between men and women is reliable since the probable error of the difference here is only .438. Two reasons seem likely in explaining this difference. Because

of the great preponderance of men at Michigan, in so far as social activities are engaged in by members of the two sexes together, women must go out socially more per capita than men. Furthermore, a much greater proportion of the men are in straitened pecuniary circumstances, so that many social activities are out of the question.

The general correlation shown between social activities and social adjustment class is what would be ex-

TABLE XXV

AVERAGE NUMBER OF SOCIAL AFFAIRS ATTENDED IN THE PAST MONTH BY MEN AND WOMEN, BY SOCIAL ADJUSTMENT CLASSES

Classes	Men	Women
S.....	9.1	11.9
T.....	8.9	11.0
U.....	8.4	7.8
All.....	9.1	11.4

pected. With the men there is but a trifling difference between the three classes, possibly both because unadjusted men are free to seek amusement like attending movies alone and because well-adjusted men often secure their social intercourse in a fraternity or rooming-house rather than at a particular social function. The difference in the case of the women is, however, quite marked and probably reflects the well-adjusted woman's practice of attending many dances, and the inability of an ill-adjusted woman to go about as freely as a man.

Samples of the individual social adjustment situations

in each of the three classes are given below to show how diverse are the causes.

CLASS S

ALS "Life of every party." Clever. Attractive.

ALS Is made butt of jokes. Gullible. But otherwise all right.

AMS Very gracious manner. Gets along well. Greater beauty of sister has made her fear social disapproval.

BLS Philippine boy who has succeeded remarkably considering handicaps.

BMS "I belong to a sorority, date and speak to people on the campus."

BMS Boy who blames poor marks on "the delightful league houses."

BOS Hale fellow well met. Gambles excessively.

CMS Blustering introvert who covers internal worries by profane camaraderie.

CNS Well adjusted, despite fact she lives in Ypsilanti. Feels "in things" here because of small physical-education classes.

COS An unusual success socially. Member of two honor societies.

CLASS T

ALT Failure to make fraternity bothered him. Is poor mixer anyway.

ALT Defensive attitude shown in domineering tendency which antagonizes.

AMT Small and frail. Makes him sensitive and shy.

AMT Outstandingly repressed in personality. Sometimes in presence of others she becomes so "frantic" for fear she will not think of anything to say that her mind "becomes a blank," caused by desire for social success and fear she will not attain it.

AMT Contented with a rather inadequate social situation—few friends. Finds satisfaction in reading, writing, and studies.

ANT Strong sense of social inferiority because of failure to make sorority after being rushed. Thinks it was because of lack of culture in family.

BLT Physical defect (limp) handicaps. Not cultured. Doesn't mix easily.

BNT Good mixer except tactless. Can't hold friends because he "makes wise cracks at the expense of others." "I'm sarcastic without meaning to be." Feels wealthy students too condescending.

BMT Could be good mixer but his "insane desire to argue" has estranged him from friends.

BMT Sensitive about immigrant status of father and fact he is alcoholic. Has no intimate group here.

BNT Boys ridicule him for immaturity—"baby face;" group much more sophisticated than he.

BNT Held down in strict home here in Ann Arbor, not allowed to make own friendships.

BOT Tries to cover inferiority feeling by "handing out awful line."

CMT Having to dress cheaply hurts him.

CMT Sensitive about fact father is a railroad fireman and that he himself earns money as a barber.

CNT Feels somewhat inferior because of farm background and fear that he is unintelligent.

COT Feelings of inferiority because of race (Jew).

CLASS U

ALU Never had social contacts at home. No brothers. Couldn't afford sorority. Entirely self-supporting. Family not socially inclined.

AMU Decided inferiority feelings due to repulsive appearance and odor. No friends at all.

ANU Transfer from another school. Unhappy. "Michigan too much like a factory. I dislike it very much." Can't detach herself from family in Detroit.

AOU Marked inferiority feelings due to race (Jew). Withdraws from social contact even in his fraternity.

AOU Grew up too early and found herself isolated. Very intellectual. Thinks most students "dumb." Broken up over failure to "make" sorority.

BNU Socially badly off. Came from small denominational school. Isn't congenial in league house.

BOU Never been out with a girl. Cried at mention of fraternity. Home life here very unsatisfactory.

BOU Has no group. Keeps diary. Solitary mode of life. Badly off.

COU Ashamed of work in fraternity kitchen.

COU Has few acquaintances. In constant fear that others will discover masturbation.

Two or three mentioned the value of drinking as a social asset. "If one does not drink, one is considered a 'wet number' by the members of the party."* One very interesting cause of maladjustment which was mentioned in several cases was a dismal room, especially in the Freshman year. "That room crushed my spirit; it typified all the loneliness that a Freshman can have. Never did I bring a friend to my room, for I was ashamed of it."*

In order to discover the relation between the social adjustment of the student in his own home and his social adjustment in college three grades of home adjustment were distinguished. In the first were placed all those who reported their relations with their families as satisfactory and happy. In the second were placed those whose home adjustment was not all that might be desired but in which there was no serious difficulty. Such cases were those where one parent was not close to the student, where the parents were divorced but the student was happy with one of them, or where the student was ashamed of his parents and they knew it. In the third group came all cases of really serious maladjustment in the family, such as active antagonism between the student and his parents, a divorce of parents resulting in his

separating from both of them, etc. The percentages are as shown in Table XXVI.

Thus we see that campus adjustment and home adjustment tend to be positively correlated. Whether it is the home situation which causes the college situation or whether it is the type of individual who tends to make the same type of adjustment in both spheres one cannot say.

TABLE XXVI

PERCENTAGES IN THE SOCIAL ADJUSTMENT CLASSES HAVING VARIOUS TYPES OF HOME ADJUSTMENT

Home Relations	S	T	U
Satisfactory	78.7	61.25	42.9
Slightly unsatisfactory	12.0	21.25	35.7
Very unsatisfactory	7.4	12.5	14.3
Unclassified	1.9	5.0	7.1
Total	100.0	100.0	100.0

TABLE XXVII

AVERAGE NUMBER OF CHILDREN IN FAMILY, BY SOCIAL ADJUSTMENT CLASSES

S	3.22
T	3.27
U	3.29

Probably both are to some extent operative, but those who have studied in this field incline to the view that the home situation is usually one cause at least of the college maladjustment.

In addition to home adjustment, an attempt was made to determine whether the size of the students' families and their positions in their families had anything to do with social adjustment in college. There is no significant difference in the size of families (see Table XXVII).

With respect to position in the family Table XXVIII shows the percentages of quota in various positions in various-sized families; that is, a quota of 1.00 indicates that there are as many students of that family position in the given class as would be expected from a chance distribution.

Nothing can be asserted with any degree of assurance from these results. It appears probable, however, that only children have a slight tendency to gravitate toward

TABLE XXVIII

PERCENTAGES OF QUOTA IN VARIOUS POSITIONS IN FAMILY, BY SOCIAL ADJUSTMENT CLASSES

Classes	Only Child	Elder of 2 Children	Younger of 2 Children	Eldest of 3 or More	Neither Oldest nor Youngest of 3 or More	Youngest of 3 or More
S.....	.89	.94	1.21	1.15	.98	.87
T.....	1.00	1.11	.67	.74	.93	1.46
U.....	1.43	.91	1.11	1.16	1.26	.20

the maladjusted classes (which confirms the popular notion) and that the youngest children of large families tend to keep out of the U group. If social experience in the home helps one to adjust in later life these results would be expected.

Another interesting question is the influence of class in college and years on the Michigan campus on social adjustment (see Table XXIX). The conclusion here is quite obvious that those who come from other colleges, even though they have been at Michigan almost as long as the others, tend not to become as well adjusted socially as those who have had all their work at Michigan.

The honor-point to hour ratios for the social adjustment classes are as shown in Table XXX. This table is practically identical in its indications with that in chapter ii showing the percentage of quota occurring where the

TABLE XXIX*

AVERAGE NUMBER OF YEARS AT MICHIGAN AND OTHER COLLEGES, BY SOCIAL ADJUSTMENT CLASSES

Classes	College Class in Years	Years at Michigan	Years Elsewhere
S.....	2.32	1.95+	.37−
T.....	2.31	2.00	.31
U.....	2.50	1.93−	.57+

* Signs in the table indicate direction of slight corrections for relative proportions of men and women in various classes.

TABLE XXX

HONOR-POINT TO HOUR RATIO AVERAGES FOR MEN AND WOMEN, BY SOCIAL ADJUSTMENT CLASSES

Classes	Men	Women	All
S.....	1.30	1.34	1.32
T.....	1.36	1.69	1.49
U.....	1.36	1.58	1.41

academic and social adjustment classes cross. Once more we see that the well adjusted socially are the poorest students, the badly adjusted next, and the slightly maladjusted best.

In Tables XXXI and XXXII are shown the kinds and amounts of prejudice by the Watson Test arranged in the same manner as in chapter iv.

As regards amount it would appear that the S group are less prejudiced than the others. Remembering that this group tends to have the poorest academic rating, it seems not improbable that its low prejudice average is a

TABLE XXXI

PERCENTAGES IN SOCIAL ADJUSTMENT CLASSES SHOWING CERTAIN KINDS OF PREJUDICE

	S	T	U
Economic radical	0.0	2.6	10.7
Economic liberal	32.7	37.2	17.9
Capitalist	9.9	14.1	14.3
Social religion	2.0	11.5	7.1
Personal religion	8.9	10.3	10.7
Fundamentalist	10.9	7.7	17.9
Modernist	10.9	17.9	28.6
Religious radical	4.0	6.4	21.4
Protestant	7.9	5.1	0.0
Catholic	6.9	10.3	10.7
Strict moralist	6.9	6.4	10.7
Free moralist	26.7	24.4	25.0

TABLE XXXII

AVERAGE AMOUNTS OF PREJUDICE OF MEN AND WOMEN, BY SOCIAL ADJUSTMENT CLASSES

	S	T	U	All
Men	7.1	12.9	12.7	10.2
Women	7.5	12.2	9.0	9.4

matter of indifference rather than tolerance. On the other hand, it must be recalled that this is a group of better than normal intelligence.

With respect to types of prejudice the S group shows the customary predilection for economic liberalism and

free moral standards, but nothing much else. To these the T group adds a considerable inclination to modernism. The U group shows swings toward economic radicalism, fundamentalism and modernism both, and religious radicalism. This U group is perhaps maladjusted partly on account of the unpopular points of view of its constituents. However, the prejudices are probably quite as often a sort of rebellion from a system into which these people do not fit. Still another explanation is that some sort of fundamental lack of balance is at the bottom of both social maladjustment and unconventional points of view.

VI

LIFE ADJUSTMENT

Table XXXIII shows how the 216 students fall into the four classes of life adjustment by sex. The most striking thing here is the size of the M group—over half of both men and women. It may do no harm to remind ourselves that these are "students who have thought sufficiently to criticize traditional patterns of thinking and

TABLE XXXIII

PERCENTAGES IN THE LIFE ADJUSTMENT CLASSES, BY SEX

Classes	Men	Women	All
L.....	13.5	15.7	14.4
M.....	54.9	57.8	56.0
N.....	12.8	19.3	15.3
O.....	18.8	7.2	14.4
Total.....	100.0	100.0	100.0

conduct, but who have not yet oriented themselves, though they seem to have character sufficient to bring them through." The weighting of our sample toward the Sophomore year undoubtedly has a tendency to raise the number in this group, since that year is generally regarded as the one of revolt and unsettlement. It seems certain, however, that even if all classes were proportionally represented this class would be the largest, for its characteristics are typical of the general campus atmos-

phere. The figures for the L and N groups indicate that approximately as many of the subjects of this study have thought life through successfully as have not started to think for themselves at all. Fewer women than men have broken from traditional points of view, as would be expected from the greater protection from life problems which they enjoy. However, once they begin to criticize the traditional points of view they seem to fare better than the men, for very few fall into the O group. This is probably due to the greater percentage of boys who come to a university under severe handicaps, either of self-support or uncultured background.

Following are samples of the individual life adjustment situations which will serve to indicate the diversity of factors involved:

CLASS L

ALS Fine orientation possibly due to father's giving him part of farm each year to work for his own profit. Has trained himself well.

ALS Independent thinker constantly integrating science and religion successfully.

ALT Says "Friends are better than money." Well oriented as regards career and happily engaged.

BLS Deeply interested in Boy Scout work. Is mature but not keen. Has worked out a satisfactory philosophy of life.

BLT Has adjusted well considering lack of culture at home and a limp which has prevented playing with others.

Four statements of conspicuously well-adjusted Seniors may not be amiss here:

"I have not found college to be the birthplace of ideals; its influence has been in tempering what the home produced."*

"So there has grown in me a larger idea of things than I came here with, a feeling of tolerance of the views of others, no matter what their color, creed, or education."*

"My development in the university, aside from a normal process of maturity, has been one of rearrangement of my scale of values. Most of the process has been caused by external forces, friends, and friendly advisers. I have no doubt that some people achieve the same end entirely under the inspiration of the University, but I doubt if the University makes it easy to achieve mental coherence or find any real purpose to life."*

"While I've been here I've worked out an attitude toward life that I hope will see me through."*

CLASS M

AMS	Has just begun to question things. Is disturbed at loss of old beliefs. Agnostic. Excellent character.
AMS	Has *blasé* attitude. Condescending. Thinks he knows everything.
AMT	Is trying to develop a philosophy of life out of home conflicts between Protestant father and Catholic mother.
AMT	Carefree attitude—life is for enjoyment. Heavy drinker. His intelligence will probably sober him down.
AMT	Idealism conflicts with scientific pessimism.
AMT	Used to try to work out philosophy but has given it up as a bad job. No serious results.
AMU	Pampered only child who had to fight with other children because his mother made him wear white stockings. Has little insight into life or his own social maladjustment.
BMS	Well adjusted to a superficial sort of life.
BMS	Pretty mature in thought but her erratic actions belie excellent mental adjustment.
BMS	Has had no experience which would develop tolerance. "Biggest problem I have had to face was the conflict over which sorority I would join."

BMS Philosophy of life doesn't trouble him because he doesn't think about it. Tolerance of indifference.

BMS Indifferently tolerant. "It is 'bunk' to have good of humanity on your mind. The best thing to do is to go out and make all the money you can. There are lots of things in life which afford you a good time, so why not take them."

BMS Very immature and superficial. "I get along with as little effort as possible."

BMS Enthusiastic about life but hasn't thought about it much. Prejudiced against foreigners though both parents were born in Russia.

BMT Whole aim is social success—to get out of laboring class.

BMT Realizes his philosophy is disorganized but is taking no steps to correct it. Is indecisive and vacillating.

BMT Unstable. Has wishes she cannot satisfy, such as to be "belle of the ball." Daydreams a great deal.

CMS Gradually recovering from bad sex experience one and a half years ago. Thought of suicide. Still very unstable and impulsive.

CMS Forceful, hard. Had to make her own way. "I do not need to lean on anyone."

CLASS N

ANS Phlegmatic type that accepts things. No critical thought.

ANU Immature, fundamentalist.

BNS Lacks insight. Satisfied with traditional orientation.

BNS Inclined to run away from things she would rather not face.

BNS Just beginning to overcome provincialism. Brought up by old-fashioned grandmother.

BNT Is still living on habits acquired in protected early life.

CNS Either solves problems or doesn't think about them—the latter course as regards larger issues.

CNS Judgments a mere reflection of her mother's. No insight.

CNT Has Horatio Alger determination but gets discouraged over his manifest inability and lack of preparation for life.

CLASS O

AOT Dominant mood melancholy. Criticizes own people (Jews) severely and feels inferior because she is one. Thinks of suicide.

AOT Very bad life adjustment hinging upon sex problem. Neurotic. Very prejudiced.

AOU Keenly conscious of own maladjustment. Discouraged by pogroms he witnessed in Russia (is Jew).

AOU "I would have committed suicide long ago if I had had the courage."

BOT Life a bore. "The individual owes nothing to society and should get as much pleasure out of life as possible." Daydreams.

BOT Becomes depressed frequently on account of ill health and fact that father is ill and poor.

BOU Very unhappy. Inferiority feelings. Daydreams. Sex troubles.

BOU Very immature and unstable. Cries easily about his maladjustment.

BOU Very depressed much of the time. Has considered suicide.

COT Badly depressed. Mild delusions of persecution.

COT Enjoys life but not at all adjusted to it. Terribly prejudiced.

COT "Life is not worth while but the promise of death offers nothing better, so I continue to live." Inconceivably prejudiced.

COT Bitter toward cold clubwoman mother. "It used to break my heart. I was the only girl at boarding school who didn't hear from her mother."

COU Life wholly meaningless. Acne of face and unwilling dependence on uncle have completely upset him.

COU Subject to anxiety states. Has tried to formulate philosophy but his masturbation has made it impossible. No insight into own problem.

COU Just existing, unhappy and depressed, until her fiancé graduates from medical school.

These brief notes speak for themselves. That there should be about one student in seven of an unselected sample as seriously maladjusted as those in the O group are is indeed food for thought. Further consideration will be given to this matter of the badly maladjusted in chapter xii.

TABLE XXXIV

PERCENTAGES IN LIFE ADJUSTMENT CLASSES SHOWING CERTAIN DEGREES OF ORIENTATION RELATIVE TO CAREERS

Classes	Career Tentatively Chosen	Student Has Some Doubt	Student Wholly Undecided
L.....	96.8	3.2	0.0
M.....	62.0	12.4	25.6
N.....	60.6	21.2	18.2
O	45.2	16.1	38.7
All.....	64.4	12.5	23.1

One would expect to find a close correlation between selection of vocation and good life adjustment since both point to a certain maturity of mind. The results are as shown in Table XXXIV. So various were the careers chosen or under consideration and so different the problems raised by the necessity of choosing a vocation that all attempts at analysis seemed hopeless. I shall therefore simply give a few illustrative cases of the types of problems discovered.

CLASS L

ALS Going to teach to secure money for musical education here and abroad.

ALT Teaching is most practicable. Greatest interest is in writing poetry.

BLS Law chosen but very doubtful if he has capacity for it.

CLASS M

AMS Father wants him to follow in his banking footsteps. Boy not keen about it.

AMS "If I don't get into the medical school, I'll go 'nuts' because it is the beautiful plan of my life."

AMS Would like to write (has ability). Wants to be married immediately but family won't let her.

AMT Medicine chosen by a process of elimination. Didn't like law or dentistry.

AMT Father wants him to take law. Boy wants to be astronomer. Big argument.

AMT Wants to be librarian, then marriage. No desire to work after marriage.

AMT Has chosen to teach in order to get money to buy pretty clothes. No real interest in it. Brilliant girl.

AMU Has chosen medicine—happy about it.

BMS Wants advice about career.

BMS Studying to teach but doesn't want to. Would prefer marriage.

BMS Has chosen law but doubtful if she has capacity for it.

BMS Looks forward to supervision of nurses.

BMS Marriage chief aim. Until then, eager to teach physical education.

BMS Plans to be librarian. Will have mother with her. Worries because "mother will take it so hard when I marry."

BMS Teaching only preliminary to marriage.

BMS Has chosen medicine largely because father a doctor.

BMS Has chosen law—too well educated to be satisfied with continuing on farm.

BMS University not helping him in finding career.

BMS Has made three choices already in college (a Junior).

BMS Has chosen law, largely to rise above father's position as a burlap manufacturer.

BMS Never thought about career.

BMT Wanted to be doctor like father. Flunked chemistry. Now he is in the air.

BMT Main aim to get above father's level.
BMT Has chosen medicine but eye defect makes this unwise.
BMT Trial-and-error method. Interested in vocational guidance. "I've seen so many misfits."
BMT No definite idea. "You never know what you can do until you try."
CMS Intensely interested in organ and piano.
CMS Thinks university is helping him to discover his capacities. Has not decided yet.
CMS Has chosen business but has no judgment and needs advice.
CMS Has chosen teaching but does not look forward to it. Daydreams of wealth and travel.
CMT Started to take medicine but dropped it because too hard. Undecided.
CMT Wanted to take law but has decided she hasn't the ability.

CLASS N

ANU Since he dislikes science courses it is doubtful if he ought to go on into medicine.
BNS Has chosen medicine but has no conception of work involved.
BNT Going to be a baker like father.
BNT Has chosen to teach English literature not because she likes it but because she can't think of anything else.
BNT Library work, but no enthusiasm for it. Parents picked it out for her.
CNT Law, if academic record is good enough.
CNT Wants to be an architect but probably can't get in.
CNT Medicine, but has not capacity for it.

CLASS O

AOU May be "reduced" to teaching.
AOU Question whether or not emotionally unfitted to teach.
BOS Came to college because it was the thing to do. No aim.
BOU Will go into some business, but doesn't know what.

COT Superficial desire to study law and then "enter a more remunerative profession."

COU Has no ideas. Simply wants to earn money so that he will no longer be dependent on uncle.

It will be noted that there are few cases given in which the career is chosen and the student is heading toward it satisfactorily. Rather the problem cases have been se-

TABLE XXXV

WATSON SCORES

Class Limits	Frequency
0	78
1–10	63
11–20	37
21–30	14
31–40	2
41–50	5
51–60	3
61 and over	5
No test	9
	216

Median = 4.62
Mean = 9.9

lected. It should be remembered also that these students are mostly in the Sophomore year and could hardly be expected to have made a satisfactory choice in many instances. Further consideration is given to those needing vocational guidance in chapter xii.

The Watson Fair-mindedness Test results were recorded as explained in chapter iv. Table XXXV shows the frequency distribution of the scores. A score of 0 means no score in any line of prejudice more than 30 per cent.

Though there is an absence of norms by which to judge these results it would appear that a median score of 4.6 (which means a 34.6 per cent prejudice in one line, or a 32.3 per cent prejudice in two lines) is very low. The

TABLE XXXVI

PERCENTAGES IN THE LIFE ADJUSTMENT CLASSES SHOWING CERTAIN KINDS OF PREJUDICE

	L	M	N	O
Economic radical	0.0	0.0	0.0	16.7
Economic liberal	28.6	28.0	41.9	43.3
Capitalist	7.1	12.7	9.7	23.3
Social religion	3.6	5.9	6.5	13.3
Personal religion	7.1	7.6	19.4	10.0
Fundamentalist	10.7	5.9	29.0	13.3
Modernist	10.7	12.7	16.1	33.3
Religious radical	0.0	6.8	0.0	13.3
Protestant	0.0	5.9	12.9	3.3
Catholic	3.6	6.8	19.4	10.0
Strict moralist	3.6	5.9	19.4	3.3
Free moralist	21.4	26.3	16.1	33.3

TABLE XXXVII

AVERAGE AMOUNTS OF PREJUDICE OF MEN AND WOMEN, BY LIFE ADJUSTMENT CLASSES

	L	M	N	O	All
Men	6.9	7.4	6.7	23.0	10.2
Women	5.6	7.6	14.9	18.0	9.4

great difficulty in scoring these tests made it seem too large a task to score them in such a way as to reveal the total general-prejudice percentage as well as percentage in the lines of prejudice. Tables XXXVI and XXXVII indicate the kinds and amount of prejudice in the life adjustment classes. The striking thing in the amounts of prejudice is

the very general similarity with the exceptions of the N women and O men and women. When the kinds of prejudice in the various classes is noted it will be seen that the N women must owe their high score to the much greater degrees of prejudice in the direction of strict morals, Catholicism, fundamentalism, and personal religion. This would be expected of this protected and traditionally oriented type. The O men and women appear to have simply a generally high level of prejudice. The one in-

TABLE XXXVIII

AVERAGE NUMBER OF SOCIAL AFFAIRS ATTENDED IN THE PAST MONTH BY MEN AND WOMEN, BY LIFE ADJUSTMENT CLASSES

Classes	Men	Women
L	9.4	10.3
M	9.5	12.0
N	5.8	9.9
O	9.2	11.8

stance in which they have the lowest score is that of strict morals. Evidently then the badly maladjusted are likely to have developed biased and intolerant viewpoints of almost all sorts. This fits in with what we know of the close connection between life adjustment and effective thinking.

The number of social affairs attended in the last month for the life adjustment classes is shown in Table XXXVIII. Here the most striking thing is the small number of social affairs of the N men. This is especially remarkable when the percentage of quota for the N–U crossing was found to be only .93 (see chap. ii). We must conclude that these men who, it will be remembered, are

a rather inferior group, find a satisfactory social adjustment in a more retiring way and do not go much to dances, movies, and concerts.

The honor-point to hour ratios for the life adjustment classes are as shown in Table XXXIX. This table is practically identical so far as evidence goes with the percentages of quota shown in Table II. It shows clearly how closely correlated are life adjustment and scholarship.

Class in college and years on the Michigan campus in relation to the life adjustment classes are as shown in

TABLE XXXIX

HONOR-POINT TO HOUR RATIO AVERAGES OF MEN AND WOMEN, BY LIFE ADJUSTMENT CLASSES

Classes	Men	Women
L	1.79	1.94
M	1.31	1.47
N	1.24	1.28
O	1.13	1.26

Table XL. These results are striking. They indicate that the L-group students are furthest through college, which would be expected; also that the N group are next furthest through college, which would not be expected. The explanation seems to lie in the fact that the N people tend to have spent a greater proportion of their time at other colleges before coming to Michigan. Since these are mostly denominational and junior colleges with more confining atmospheres, these students delay thinking for themselves longer than those who start at the university. On the other hand, a longer period at these smaller schools

tends to put students in the L class and to keep them out of the O class. The fact that practically no O-group students have come to Michigan from other colleges probably points to the greater difficulty of adjusting satisfactorily in the loosely integrated large university. Small-college students evidently remain traditionally minded

TABLE XL*

AVERAGE NUMBER OF YEARS AT MICHIGAN AND OTHER COLLEGES, BY LIFE ADJUSTMENT CLASSES

Classes	College Class in Years	Years at Michigan	Years Elsewhere
L	2.58	2.06	.52
M	2.27	1.97	.30
N	2.39	1.64+	.75−
O	2.32	2.23−	.09+

*Signs in the table indicate direction of slight corrections for relative proportions of men and women in various classes.

longer but pass over to the well-oriented stage more easily than those who start their college work in a large university.

The number of children in the students' families by life classes is shown in Table XLI. The larger families of the N group probably represent a greater percentage of rural homes. The data are available for making the analysis, but due to lack of time the writer has not had opportunity to do it.

TABLE XLI

AVERAGE NUMBER OF CHILDREN IN FAMILY, BY LIFE ADJUSTMENT CLASSES

L	3.19
M	3.21
N	3.42
O	3.26

VII

RELIGION

On the personal-history form each student was asked to state his church membership, if any. Further, it was suggested in the interview outline that the interviewer should attempt to discover the part that religious institutions had played in developing the individual's philosophy of life. The latter material has been the chief source of the findings shown in Table XLII, since church membership means little where there is no interest.

TABLE XLII

PERCENTAGES IN THE ADJUSTMENT CLASSES SHOWING CERTAIN RELIGIOUS ATTITUDES

	ACADEMIC			LIFE				SOCIAL			ALL
	A	B	C	L	M	N	O	S	T	U	
Not sufficient knowledge to classify	16.9	21.3	28.0	9.7	24.0	6.1	40.0	15.7	27.6	27.6	21.3
	Percentages of Those concerning Whom There Was Sufficient Knowledge for Classification										
Deeply interested in religion	40.6	41.4	25.0	64.3	18.5	90.3	5.3	38.5	38.0	33.3	37.7
Attends church but little interest	7.8	12.9	11.1	14.3	14.1	3.2	0	12.1	12.1	0	10.6
Church member but no interest	32.8	36.4	50.0	14.3	42.4	6.5	84.2	34.1	29.3	61.9	35.9
Has revolted from church or never member and not interested	18.8	14.3	13.9	7.1	25.0	0	10.5	15.4	20.7	4.8	15.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

It will be noticed that the greater the degree of maladjustment the greater the percentage concerning whom there was not sufficient knowledge for classification. The reason for this is that the interviewers tended to become absorbed in the particular maladjustment situation and its causes, so that in the allotted time they were unable to cover all the points in the outline. Of course when matters of religion played a part in the maladjustment the data were sufficient for classification.

Before considering the classified results it should be explained that those "deeply interested in religion" were mostly devout church members, but that some were here included who were neither church members nor frequent attendants but who manifested a serious interest in religious matters. The last category includes many who have seceded from their early religious connections, some who termed themselves "agnostics," and all who are not church members and evince little or no interest in religion.

The academic adjustment section shows the A and B classes to be very similar as regards religion. The C class tends to be indifferent, having a much smaller percentage deeply interested, and slightly less in open revolt. This is probably explained in this way: Those who are maladjusted academically tend to be those who are not well oriented (see chap. ii), and those who are not well oriented either are so partly because of their failure to secure the aid of religious institutions or have tried religious institutions and found them wanting.

The life adjustment section gives results which lead to interesting interpretations. The ones in the L group

are evidently well oriented largely because they have devoted themselves seriously to thinking life through and attaining a workable religion; they have passed through the stage of revolt. Those in the M group are the confused or indifferent kind with a high percentage of revolt. As we should expect, the traditionally minded N group tends to be composed of devout churchgoers. But look at the O group! Remembering that we only have sufficient information on 19 of these 31 individuals to classify them, it is still remarkable that 16, or 84.2 per cent of them, fall into the "church member but no interest" class. Is their indifference to religious institutions a cause of their maladjustment or has their maladjustment induced an indifference to religious institutions? This is indeed a difficult question. Certain it is that the churches have not been successful in developing a plan for restoring such persons to a healthy adjustment to life or more of them would be turning to the church for help. The cases in this study reveal little tendency to seek the church in these difficult situations.

The social adjustment section shows the S and T groups to be remarkably similar. The U group, like the other maladjusted groups, tends toward indifference, though not so much so as the O group. It may well be in this case that the lack of church contacts is one of the causes of social isolation and maladjustment.

The results when the whole group is taken together are about what might have been predicted from a knowledge of undergraduate life today. About a third are seriously interested in religious matters and the remainder show various degrees of indifference and dislike.

Following are characterizations of the situations of individuals in each of the foregoing categories.

DEEPLY INTERESTED IN RELIGION

ALS A devout Mormon who finds his religion a very satisfactory guide to life.

ALS An unprejudiced Catholic whose religion is vital and meaningful to her.

ALS Fatalist. Prays every night. Likes to philosophize.

ALS Not a member of a church. Couldn't accept a creed. Thinks church necessary for background, however.

ALS Emotionally converted at ten. To her emotions her religion is very real; to her intellect it is a hobby. She tests it by her studies and it stands up. She receives much comfort from a mystical faith.

AMT "It may surprise you that I still have faith in God. Most people that I tell that to laugh at me." Religion an active problem with her. Tends to cling to the old, but is thinking.

AMT Thoughtful girl who hopes to find religion soon. College tore down her Methodist belief.

AMU Interested but no conclusions as yet.

ANS A fundamentalist who finds no difficulty in reconciling her beliefs with life.

ANT Adheres to strict Baptist teachings.

BLT Much interested in church. Besides has made social contacts this way.

BNS Close to orthodox Jewish faith.

BNS Has never tried to reconcile Catholicism and science. "I just don't think about it."

BNS Religion has been a solace in an unsettled early life.

BNT Primitive beliefs. "God is benevolent to Christians only."

BNT Accepts Lutheran doctrines. Once felt skeptical in a Bible class in college. Talked it over with his minister. He showed him that the professor was wrong. Since then he has had no doubts.

BNT Strict Catholic who feels her religion a definite help to her.

CMS Accepts Presbyterian point of view tentatively until he can work out his own.

CNS Difficult to reconcile science and religion. He states he would be excommunicated if it were known he belonged to a fraternity.

CNS He feels he is in accord with the principles of religion chiefly because he has not permitted himself to consider the matter too deeply lest a conflict should arise which would make his adjustment to other problems more difficult.

COS Goes to Presbyterian church regularly. Sees no conflict between science and religion.

ATTENDS CHURCH, BUT LITTLE INTEREST

AMT Family Roman Catholic immigrants. She just goes through the motions—no interest.

AMT Father a clergyman. She goes occasionally to church.

BMS A Roman Catholic whose background pulls him toward church, but who is little interested.

BMS Goes to church because he thinks his father would like it.

CMS Extremely religious parents. He doesn't break away outwardly but he is obviously not motivated by his religion (except perhaps in sex field). Questions religious institutions because it is the thing to do here. Feels like a "heller" when he dances or plays cards.

COU Mother very strict Methodist. Student beginning to rebel. Quite a problem since they have always been very close.

CHURCH MEMBER BUT NO INTEREST

AMS Goes at home but not here.

AMT Father a Protestant, mother a Catholic. Religious quarrels at home have developed a prejudice against all formal creeds.

AMT College has upset her religiously.

BLS Seldom goes to church. "Church a very superficial thing—does not repay one's time and energy."

BMS "Religion doesn't mean a thing to me."
BMS Doesn't try to think life through.
BMS Isn't religious any more—indifferent.
BMS Attends at home so as not to hurt parents' feelings, but not here.
BMS Has been Episcopalian, Presbyterian, Catholic, and back to Episcopalian. Attends none now.
BMS Attends at home, but not here because his fraternity brothers don't.
BMT "Have decided not to think about religion because nobody knows anything about it."
BOT Church no help in meeting big problems.
CMS Not interested in church. Feels church "should do something about social conditions instead of preaching about miracles."
CMS Never thought about religion.
CMT Dissatisfied, as he thinks everyone is. "We live and die and get as much out of it as we can."
COT Mother whom she hated was a fanatic. She isn't interested.
COU Has found no relation between doctrines of church and life.

HAS REVOLTED FROM CHURCH OR NEVER MEMBER AND NOT INTERESTED

AMS At one time thought of being missionary but has revolted and now has no interest in religion.
AMT Was Jewish fanatic once. Has gone to opposite extreme.
AMT Agnostic like her father.
AMT No interest. Impatient with church. Father a minister who quit. She is a religious radical.
BMS Her family renounced Judaism. She goes to no church.
BMS Never has belonged to church and doesn't feel any need.
BMS College has made her agnostic.
BMS Tries to escape all things religious because he is ashamed of being a Jew.
BMS Thinks churches the parasites of society.
COT Rebelled from orthodox Judaism of parents.

I find very few remarks concerning religion in my student autobiographies and special studies. I give two excerpts:

I was never religious, in fact I have never been a member of any church, nor have I attended one regularly, but I believe that college has only added to my disbelief. In my scientific courses such as paleontology the idea of evolution was so clearly brought out, and so convincingly argued, that I discredited the majority of the statements of the Bible absolutely. Then I found so many others who had the same ideas as I concerning religion that it strengthened my own disbelief infinitely. . . . . It seems to be true that lack of knowledge fosters a religious spirit.*

My brother was responsible for getting me into a "selected" group of Freshmen which Mr. X, then secretary of the Students Christian Association, led in discussions. What really happened was that we were given an opportunity of absorbing Mr. X's philosophy of life which was singularly wholesome and gave all of us some rather splendid ideals, helping us to "see life steadily and see it whole."*

VIII

SEX

The information relative to the sex adjustment of the subjects in this study does not lend itself well to generalization. So many sided is the subject of sex and so important its influences that the interviewers often found that they had time merely to develop that aspect of sex adjustment which was of great significance in the particular case. The result is that, in some instances, no information is at hand relative to the students' instruction or lack of instruction along sex lines, in others we know nothing of the attitude toward sex intimacies, in still others little of the sex history. For this reason little dependence can be placed upon any statistical tables. Thus, while 18.8 per cent of all the men admitted having had sexual intercourse, we know that there were many in whose cases this would not have been brought out, so that the percentage is much too low. Similarly, 11.3 per cent of the men are recorded as having strict standards relative to sex relations before marriage; how many others there were who would have fallen into this class had the question been raised specifically in their interviews we have no means of knowing.

Perhaps the most complete evidence is at hand on the subject of sex instruction. Table XLIII is made up on the basis of the 146 cases in which accurate information

on this point was recorded (67.4 per cent of men; 75.9 per cent of women, 67.6 per cent of total).

Here we see that almost exactly two-thirds of both men and women were instructed by someone about sex matters in their youth and that a few more educated themselves by reading. We have very little evidence as to how adequate or how successfully conveyed this sex information was. In this connection we may note that 7 per

TABLE XLIII

PERCENTAGES OF MEN AND WOMEN RECEIVING SEX INSTRUCTION IN CERTAIN WAYS

	Men	Women	All
Instructed at home	57.8	63.5	60.3
Instructed at school or by doctor	8.4	3.2	6.2
Educated self by reading	7.2	0	4.1
Never informed except by gossip	26.5	33.3	29.4
Total	100.0	100.0	100.0

cent of all the students (5.3 per cent of the men, 9.6 per cent of the women) felt that they were unduly ignorant or had been misinformed on the subject.

Four of the subjects were married, 7 more admitted engagement, and 16 others admitted keeping "steady" company. Taking these all together, we have Table XLIV, but the percentages are almost certainly too small, for many "understandings" would not come out in the interview. The higher percentage of women is in all likelihood a reflection of the disproportionate sex ratio among Michigan students.

Sex appeared to present a serious problem of some kind oftener with the men than with the women as shown in Table XLV. The most frequent situations among the men were chronic masturbation, and worries or regrets over sexual indulgences; among the women, consciousness of strong erotic desires difficult to control.

TABLE XLIV

PERCENTAGES MARRIED, ENGAGED, OR KEEPING "STEADY" COMPANY

Men	10.5
Women	15.7
All	12.5

TABLE XLV

PERCENTAGES FINDING SEX A PROBLEM

Men	17.3
Women	6.0
All	13.0

The attitudes of women toward sexual intimacies before marriage were secured in most instances. In Table XLVI the tolerant group is made up of those who think "petting" all right where there is affection; the "free standards" group is composed of those who indulge in more or less promiscuous "petting." Probably the "strict standards" group is larger than the true conditions warrant because it is difficult to secure frank replies in a field so hedged in by long inhibiting "conditioning" as that of sex.

On only three points in the case of the men and two in the case of the women was there enough information se-

TABLE XLVI

PERCENTAGES OF WOMEN SHOWING CERTAIN ATTITUDES TOWARD SEX INTIMACIES

	Of All Women	Of Those Expressing Themselves
Strict standards	43.4	61.0
Tolerant	13.3	18.6
Free standards	14.5	20.4
Total	71.2	100.0

TABLE XLVII

PERCENTAGES GIVING CERTAIN ANSWERS RELATIVE TO SEX, BY ADJUSTMENT CLASSES

ADJUSTMENT CLASSES		PERCENTAGE INSTRUCTED OF THOSE INSTRUCTED AND NEVER INSTRUCTED		PERCENTAGE OF "STRICT STANDARD" WOMEN OF ALL GIVING ATTITUDE	PERCENTAGE OF MEN ADMITTING SEXUAL INTERCOURSE	PERCENTAGE OF MEN WHO FIND SEX A SERIOUS PROBLEM
		Men	Women			
Academic	A...	74.1	60.0	62.5	9.3	20.9
	B...	68.6	73.1	57.1	21.6	13.7
	C...	55.0	*71.4*	*71.4*	25.6	13.7
Life	L...	*72.7*	*66.7*	*62.5*	16.7	11.1
	M..	78.0	73.0	51.4	20.6	8.2
	N...	*50.0*	*50.0*	*75.0*	23.5	11.8
	O...	*27.2*	*50.0*	*100.0*	20.0	44.0
Social	S...	68.9	73.5	53.0	22.6	4.8
	T...	77.0	62.5	65.0	20.0	18.0
	U.	*36.3*	*40.0*	*100.0*	4.8	52.4
All		67.1	66.7	61.0	18.8	17.3

cured to make the analysis by adjustment classes worth while. In Table XLVII percentages decidedly unreliable are italicized. None of the percentages is very reliable be-

cause of the incomplete nature of the data as mentioned above.

With respect to sex instruction the table would seem to show little except a possible tendency for lack of instruction to result in bad life and social adjustment. This would be the expected result, and the figures tentatively confirm it.

The "strict standard" women seem to be distributed pretty evenly through the various classes. Possibly the low M and S percentages are significant in the former case as showing that the transitional stage in thinking life through is likely to be marked by rebellion from strict, traditional standards; in the latter, as showing that the stricter morally one is in college today the more difficult it is to get along well socially.

The figures on sexual intercourse among men are of significance only if we can assume that those others whose intercourse did not become known in the interview are distributed throughout the classes in the same proportions as those whose sexual intercourse was revealed. This assumption has nothing to support it except the theory of probability. But, at any rate, only two classes show any marked variations from the average—A and U. Perhaps, then, individuals interested in sex to the extent that they have had sexual intercourse are not likely to be those who do well academically; nor are they likely to be those who become socially maladjusted.

The last column should be the most trustworthy, for if sex was in any way a problem it should always have come out in the interview. The importance of sex problems in social and life maladjustment is strikingly illus-

trated in the high percentages in the O and U groups. To those familiar with the case records this comes as no surprise, for in instance after instance was chronic masturbation a source of worry and shame to a man, causing him to keep apart from his fellows and so upsetting him mentally as to make a rational life orientation impossible. Not that the physical effects entailed this mental condition—medical men are almost unanimous in deeming this unlikely—but rather that through dread engendered by mistaken ideas of the terribly injurious results of the practice, and through fear of what others would think of them were their habit to become known, these men withdrew into themselves or otherwise made quite inadequate adjustments. The rather high rate for the A group possibly is a repercussion of their high virginity rate, since many psychiatrists believe it very difficult to sublimate successfully a strong sex urge.

In perusing the following sex adjustment situations the reader must keep in mind the evidence of the foregoing statistics, for a disproportionate number of maladjusted cases are given. No special system of classification seemed likely to prove valuable, so the cases are given by adjustment classes.

MEN

ALS Instruction through own reading. Some masturbation. No worry. High ideals of women and marriage.

ALT No sexual intercourse. Chronic masturbation for a long time. Stopped by sheer will-power when instructed. Still somewhat of a problem.

ALT Early instruction. Healthy attitude. No problem.

AMS No time to think of sex. Dances occasionally. Has had sexual intercourse twice, "just to see what it was like." No instruction.

AMT Married. Normal relations with wife.

AMT Has been troubled by sex urge, but situation is improving. Wants to marry a certain girl. His interest in astronomy has been a sort of sublimation.

AMU No instruction. Denies both masturbation and sexual intercourse but admits subject preoccupies his mind.

ANU Masturbated for five years in youth. Claims not now. No instruction. Has read on the subject.

AOT Homosexual tendency. Not interested in girls. Dislikes "immoral talk."

AOT No instruction. Ignorant on subject. Admits it a serious problem to him. Sexual intercourse once.

AOU Becoming curious. Wants to experiment. In need of sex instruction.

BLS Instructed by mother and high-school coach. No problem.

BMS No instruction. Sexual intercourse beginning at eighteen. Gonorrhea once. Some masturbation. Now has "steady" girl.

BMS Instructed. No sexual intercourse or masturbation. Likes boys better than girls. Appears effeminate.

BMS Instructed. Idealizes women. No sexual intercourse. A little masturbation. Fears girls.

BMS Sexual intercourse at seventeen. Parental instruction at nineteen.

BMS No instruction. No sexual intercourse. Believes one should wait until marriage. Some masturbation but no worry over it.

BMT Instructed. Sexual intercourse at eighteen caused intense fear of consequences. As a result he is now sexually repressed and painfully bashful.

BMT Sexual intercourse several times before coming to college. Has strong erotic desires. Some masturbation but no worry.

BMT Sexual intercourse at seventeen and at regular intervals since. Feels his adjustment satisfactory.

BMU Masturbates a great deal and causes him shame.

BNS No instruction. Has had sexual intercourse but not for some time. Doesn't like girls.

BNT Chronic masturbation. No girl friends. Sex development retarded. Interviewer giving therapeutic treatment.

BOS Sexual intercourse at fourteen and frequently since. Masturbated from age ten to fifteen. No instruction.

BOU Feels sex relations might be good for him. No instruction.

BOU Never had a "date." No relations of any sort with girls. Masturbates considerably.

BOU Has "steady" girl. Worries from jealousy.

BOU No instruction. Ignorant. Masturbates much. Badly in need of sex instruction and hygiene. Friends laugh at him because his questions are so simple.

CMS No instruction. Likes dancing but not "petting." No desire for marriage. Both sexual intercourse and masturbation to some extent.

CMS Has "steady" girl. Afraid to talk about sex. Believes it wrong to have sex relations until marriage.

CMS Instructed at fifteen. No masturbation now. First sexual intercourse four months ago with a prostitute. Thinks one should not deny sex urge.

CMS Sexual intercourse and masturbation for two years. Denies it upsets him. Needs sex hygiene.

CMS Masturbation when younger. Gave it up when instructed. Badly scared by a homosexual at age thirteen. Now engaged.

CMT Instructed but still ignorant. Troubled about it.

CNS Instructed. Feels sex a problem but handles it without masturbation or sexual intercourse.

CNT No sexual intercourse. Masturbates regularly but does not reproach self. No interest in girls.

CNT Girl he loved became pregnant by another man and married him. Boy has intense repressed sex curiosity. Is bashful.

COS Instructed in high school. Terrified him. No problem now.

COT Interested in sex as a theoretical problem. Has written "Prevention of Sexual Degeneracy through Masturbation." Claims no practice of it himself. Hopes to marry soon.

COU No instruction. Masturbates frequently. Has "had mistress all the time for last four years."

COU Chronic masturbation. Has worried him much. Made him feel inferior and an outcast. Misinformation as to the practice's deleterious mental effects largely responsible.

WOMEN

ALS Disapproves "petting" as leading to sexual intercourse. Never instructed. No problem.

ALS No problem. Instructed by mother. "Petting" all right if there is affection.

ALS No instruction and ignorant about sex. "Until last year I didn't know what a street-walker was." Has "steady" man. No problem. "Giving in to sex urge is lack of willpower."

ALS "Pets" discreetly. Instructed at nine. Feels it no problem.

ALT Instructed. No curiosity. Wants to marry. Is unattractive to men.

ALU No problem. Little contact with men. No instruction. "My instincts along this line have been sublimated along some other line—largely reading."

AMS Ignorant in this field, no instruction. Ill at ease in discussing subject.

AMS Enjoys kissing. Adjustment a problem. Hopes she can wait until marriage for sexual intercourse.

AMT Instructed. Worried because not attractive to men. Wants advice.

AMT Shy. Disapproves of "petting." Sex talk disgusts her. Needs instruction.

AMT No problem. Likes kissing, but no more. Instructed early (age six). Was engaged two years ago.

AMT Engaged. Instructed. No sex relations. Discusses sex freely. Free moral standards.

AMU No instruction. No problem. Wishes her mother would discuss sex with her.

ANT Informed early. No problem. Believes it better to have no relations until marriage. Likes to be kissed.

AOT Strongly sexed. Has refrained from intercourse only from fear of pregnancy. In love. No real instruction.

AOU Instructed. Frigid sexually. Her parents the same.

BMS No instruction. Engaged. Fiancé agrees sex urge must be controlled until marriage.

BMS Instructed early. No problem. Likes frankness. "Divorce entirely wrong; unsuccessful marriages are the woman's fault."

BMS Instructed somewhat. "Petting" all right. "The sex urge is a problem at times. Convention, personal pride, obligations to family, society and self keep me from indulging in sex relations."

BMS No problem. "All knowledge has come so gradually nothing has been a shock." "I would never render a moral judgment until I knew the entire situation."

BMS Informed by mother at thirteen. Doesn't approve "heavy petting" though she drinks and smokes.

BMS Normal adjustment. Instructed. In love. Self-controlled. "Self-control the only admirable thing. Some men are disgusting but sex itself is not." Boy attempted rape in high school. Has recovered now from horror and fright.

BMS Frank about sex. Boys "distract" her.

BMS Instructed. No problem. Promiscuous "petting" disgusting.

BMS Instructed, no problem. Feels she has control of rather strong sex urge.

BMS No intimacies with men. No desire to marry.

BMS Engaged twice. Instructed. "Pets" considerably but no sexual intercourse.

BMT Instructed slightly. Engaged. Intolerant of loose morals. Fears marriage.

BMT Worried over which of two boys she prefers. Can control sex urge. Likes to be kissed.

BMT Good instruction. Never been kissed. High ideals. No "dates" here.

BMT No instruction. Mother reserved. Hopes to be married soon. "If I ever found sexual expression outside of marriage I would commit suicide."

BNS Instructed by a teacher. Engaged. Feels sex urge but controls it. Likes to be kissed.

BNT Engaged. No instruction. Thinks "petting" perfectly disgusting. Sex attitude a reflection of mother's.

BNU Sex is disgusting. High standards even to prejudice.

CMS "Pets" but no intercourse. In love. "Hard-boiled virgin."

CMS Instructed. No problem. Common-sense attitude. Tolerant of immorality, though she would never be immoral herself.

COU Mother wouldn't enlighten her. Engaged. Wants no relations before marriage.

I add a quotation or two relating to sex from student biographies:

"Sex relation has become the complement of friendship, the young college man knows the girl is his equal. He knows that if he wishes to play her he can secure a sexual partner in a safe and sane way."*

"The average college man who makes himself known to us, I believe, lowers a girl's demand for anything more than casual companionship in a man—which consists in the conventional 'petting parties,' dances, and movies, and including no provision for intellectual exchange."*

"My attitude toward romantic love had taken a decided turn. I did less in the line of continual 'dating' and when I did go out it was with the idea of making a conquest."*

This mass of evidence points unerringly to the large part played by sex interest in undergraduate life. It indicates that the postponement of marriage to the end of the period of education makes for a most trying situation, especially for the men. The frequency of habitual masturbation or illicit sex relations attests it, if it were not already a well-recognized fact. This whole situation is being met in a franker way than formerly and the willingness to experiment, though it will be deplored by most of the older generation, is perhaps a hopeful sign that some rational adjustment will be worked out. Some are of the opinion that marriages in college with birth control until the time of economic independence is a sensible solution in many instances.

IX

SELF-SUPPORT

Each student was asked to state the average number of hours a week devoted to self-supporting work. The frequency distribution by hours is as shown in Table XLVIII. The "yes" group is composed of students who work but who gave no indication of how many hours a week.

Fifteen of the women, or 18 per cent of their number, worked, while 77, or 58 per cent, of the men worked. The men worked slightly longer on the average—21.4 hours as contrasted with 17.7. Although there are no accurate figures on the matter it is believed that a larger proportion of the men in this study work than is true of the undergraduate body generally. The usual estimate is between 35 and 45 per cent. The fact that the proportion of men who work is about three times that of women is not surprising, for parents will send sons to college to make their own way who would never think of allowing their daughters to do so.

Table XLIX shows the mean number of hours of self-supporting work a week for all types of classes by sex. So few women in this study were found working to support themselves that the means are wholly unreliable for making comparisons between the women in the various classes.

TABLE XLVIII

Hours of Self-supporting Work per Week

Class Limits		Frequency
0	𝍸 𝍸	125
1– 5	𝍸	4
6–10	𝍸 //	7
11–15	𝍸 𝍸 ///	13
16–20	𝍸 𝍸 //	12
21–25	𝍸 𝍸 𝍸 𝍸 𝍸 /	31
26–30	𝍸 //	7
31–35	𝍸 //	7
36–40	𝍸	4
More than 40	/	1
Yes	𝍸	5
		216

Median of total = 0
Median of those who work = 22.0
Mean of total = 8.8
Mean of those who work = 20.8

The results indicate that self-supporting activities are in general not correlated with academic failure in the liberal-arts college. The figures hardly warrant the statement, however, that self-support is an asset to study. As a matter of fact, it is probable that the working students are slightly more likely to be serious minded than their fellows and hence make a satisfactory adjustment in spite of, quite as often as because of, their work.

Serious mindedness is probably also revealed in the high score of the L group. It is perhaps not that self-sup-

TABLE XLIX

AVERAGE NUMBER OF HOURS OF SELF-SUPPORTING WORK PER WEEK, BY ADJUSTMENT CLASSES

	ACADEMIC			LIFE				SOCIAL			ALL
	A	B	C	L	M	N	O	S	T	U	
Men	13.4	14.0	8.7	16.1	11.8	10.5	12.5	11.5	12.2	15.0	12.4
Women	2.6	2.9	5.6	4.0	3.0	3.1	4.0	3.6	2.2	4.8	3.2

porting activities aid one so much in life orientation, but rather that those who work are likely to be those who are slightly more inclined to face life earnestly than the rest. The smaller amount of work of the N group is perhaps attributable to the tendency for those who have to work to be awakened to the problems of modern life and thus to remove themselves from the uncritical N class.

The social adjustment section clearly reveals the handicap which self-support is to adequate social integration. This will be particularly noted in the comments of working students which follow. Unless otherwise stated hours are per week.

MEN

ALS Works fifteen hours. No handicap.
Works twenty-five hours. "Just another obstacle to surmount."
Works twelve hours. Keeps him from being better mixer. Could receive support from home but prefers to work.
Works eighteen hours. Prevents him from developing culturally as he would like.
Works twenty hours because he wants to be self-supporting. Doesn't need to.
Works forty hours. Wishes he didn't have to so he could get more out of college.

WOMEN

Work "interferes with many things" she'd like to do.

MEN

ALT Works thirty hours. Deprives him of cultural advantages.
Works twenty-five hours. "Makes it a little more difficult here."
Works twenty hours. "Doesn't seem to hurt except perhaps socially."
Works thirty hours. Cuts into his social development.

WOMEN

ALU Does typing. Entirely self-supporting. Stepmother told her "to earn her own way if she wanted an education." Feels work interferes with her cultural development.
Feels that work limits her friendships.

MEN

AMS Works twenty-one hours. Does not affect his adjustment.
Works thirty hours. Keeps him from concerts he would enjoy and out of campus activities.
Works sixteen hours. Thinks it does no harm but does encroach on social activities.

Works fourteen hours. Does not hurt academic work but cuts in on recreation.

WOMEN

Works twenty-two hours. Does no harm.

MEN

AMT Likes the feeling of financial independence.
His work handicaps him socially and culturally but not academically.
Works twenty-one hours. "May hurt my social adjustment."
Works twenty-five hours. Does not feel it hurts his studies but may his social adjustment.

WOMEN

Works twenty-five hours. Hurts academic work.

MEN

AMU Works twenty-one hours. No inferiority feeling on that account. Mainly other causes.
Works thirty hours. Thinks it reflects on social status. Does not hurt academic work.

MEN

ANT Works twenty-three hours. Hinders cultural and social development.

MEN

ANU Works eighteen hours. May hurt social adjustment.
Works twenty-one hours. Perhaps hurts social but not academic adjustment.
Works twenty-four hours. Perhaps hurts social but not academic adjustment.

MEN

BLS Works thirty-five hours. Interferes academically.
Works eighteen hours. Interferes seriously with academic work.

WOMEN

Works five hours. Hinders academically and culturally.

MEN

BMS Works fourteen hours as dishwasher. Seems not to affect his adjustment.

Works twenty-five hours. No worries or harm.

Works a little. No effect.

Work has little effect.

Works ten hours. Satisfied.

Works as fraternity manager. No difficulties.

Works thirty-two hours. Together with athletics, this makes him slight academic work.

Works thirty-five hours. Interferes all around. Discourages him.

Works thirty-two hours. Interferes seriously with recreation but not academic work.

WOMEN

Works four hours a day. Hurts studies. Worries her. Has prevented possible development of interest in concerts.

Works eight to ten hours a week. Has to watch finances. Can't join sorority on this account. Is satisfied, however.

MEN

BMT Works twenty-four hours. Doesn't feel it interferes.

Works twenty-one hours. Hurts his cultural development.

Works forty-eight hours. Always tired. Makes impossible good academic or social adjustment.

Works seven hours. No effect.

Works thirty hours. No academic harm but has interfered with satisfaction of cultural tastes.

MEN

BMU Father can afford to support him but "feels it is good discipline." Boy acquiesces.

MEN

BNS Works forty hours. Finds it interferes slightly with studies and social contacts.

Works twelve hours. Perhaps hinders cultural development.

Works twenty-two hours a week in Detroit. Hurts academic adjustment.

WOMEN

BNT Works twenty-one hours. May contribute to her feeling of inferiority.

MEN

BOT Works twenty-nine hours. Probably hurts academic work.

MEN

BOU Works forty hours. Suffers academically and socially as a result.

Works thirty hours. Hinders social and academic adjustment.

Works twenty-one hours. Seriously interferes with social relations.

Is ashamed of self-supporting activity.

WOMEN

Works twenty-four hours. Feels it hurts her academically, culturally, and socially.

MEN

CMS Plays theater organ. Takes much time. Probably hurts studies.

Works twenty-two hours playing clarinet. May hinder academic work.

Works fifteen hours. This is not cause of academic maladjustment.

WOMEN

Works twenty hours in office. Since she has a poor background, she needs much time on studies. So work hinders.

Works twenty-one hours. Feels it a handicap culturally and academically.

Works twenty-one hours. Partly responsible for very poor academic record.

MEN

CMT Works thirty-five hours. Worries him a lot because of academic failure.

Works twenty-five hours. Handicaps him academically and socially.

Works forty hours. Hurts academic adjustment.

MEN

CNT Works five hours. Worries over finances.

MEN

COS Works twenty-four hours. Doesn't interfere.

MEN

COT Types theses. Has ruined his scholastic record.

Works twenty-three hours. Says it does not bother.

MEN

COU Works in kitchen. Very much ashamed of it.

Works twenty-five hours. Adds to his general maladjustment problem, especially socially.

Works eighteen hours. Interferes with cultural development and academic work.

I append a comment by a girl who worked forty-two hours a week in the library. "This business of earning one's living is similar to living eight years in four. I al-

most entirely escape college atmosphere, activities, and contacts which cannot help being valuable as experiences if nothing more."*

These comments are illuminating from several angles. It appears very strikingly that self-support is felt to confine cultural development outside the curriculum. This is complained of oftener even than the difficulty of social adjustment. Whether the working students are actually less cultured, we have not found out. It is very likely that they are as well developed as the non-working students but, being slightly more serious, feel that they should be more cultured than they are. At all events the necessity of working evidently prevents much development that would probably otherwise take place.

The adverse influence on social adjustment which Table XLIX seemed to indicate is amply corroborated by the testimony. Self-support not only cuts down the opportunities for social intercourse, but is often wrongly felt as a badge of an inferior social status. It is probable also that many of the students had in mind their general pecuniary position in speaking of self-support and that therefore inability to join sororities, to go to dances, etc., was thought of as resulting from self-support.

It is seen that, if the students' own reactions can be trusted, the relative academic success of the self-supporting students is indeed in spite of, rather than because of, this work; the complaints of adverse influence on studies are frequent.

It is perhaps curious that but two spoke of self-support as interfering with physical recreation.

Interesting situations were revealed among a few who were not working:

AMT Does not work, though he is married and probably should.

AMT Girl who would like to work because family hasn't much, but she is too weak.

BMT Doesn't work but feels she should. Will perhaps stay out and teach next year.

CMS Doesn't work but probably should. Family wants him to but he resists.

X

FRATERNITIES AND SORORITIES

Table L shows the percentage in each class who are active members or pledges of fraternities or sororities. Looking first at the academic adjustment classes, we are

TABLE L

PERCENTAGES IN FRATERNITIES OR SORORITIES, BY ADJUSTMENT CLASSES

Academic		Life		Social	
A.....	31.2	L.....	29.0	S.....	60.2
B.....	46.1	M.....	49.6	T.....	32.5
C.....	56.0	N.....	45.5	U.....	7.1
		O.....	29.0		

Total—43.1

confronted with a seeming indictment of fraternities and sororities; as academic adjustment becomes worse the percentage who are in these organizations rises. Of course this might not be a reflection of the influence of these organizations; it might simply reflect their standards of selection. The fraternity and sorority initiation requirements, however, tend to render this influence unimportant by keeping out the poorest students. In any case it is a serious matter that the opportunities for comradeship afforded by fraternities and sororities are not being utilized to enrich the intellectual life of the university. What

such companionship sometimes means is well illustrated by a student autobiography: "I consider these long confidential talks or heated arguments the most important part of my college education. They have the effect of assimilating the materials gleaned in the classroom and making them a real part of the mind, of selecting and formulating them into beliefs and ideals."*

The life adjustment figures might be interpreted in two ways: either that fraternities and sororities, on the one hand, keep students from becoming despondent but, on the other, do not facilitate their adequate orientation; or that these organizations tend not to find their new members among either the very well oriented or the badly maladjusted types. The truth is probably a mixture of these two possibilities. Certainly many fraternities seem to foster a carefree attitude which tends neither to elevate its members to the L class nor to secure as new members serious-minded boys. At the same time O-type men are not wanted as members and are not likely to be produced within the organization because of the friendly encouragement usually given to those who might become disheartened.

Nowhere else in this study are the results as conclusive as in the social adjustment classes here. Membership in these organizations and satisfactory social adjustment are closely correlated. To bring this out more clearly Table LI has been constructed to show the percentage of members of these organizations and of "independents" in the social adjustment classes.

We see that any fraternity member is twice as likely to be found in the S group as any independent and one-tenth

as likely to be found in the U group. Much of this must be regarded as the result of life in these organizations. They usually make possible an intimate circle of friends which produces a satisfying sense of social integration. At least they allow only 2 per cent of their membership to become social failures in college. There is no doubt that here also the factor of selection operates. Persons of a congenial type who get along readily with others are the ones preferred by these organizations as new members.

TABLE LI

PERCENTAGES OF CERTAIN TYPES IN THE SOCIAL ADJUSTMENT CLASSES

Classes	Fraternity and Sorority Members	"Independents"	All
S.....	69.9	35.0	50.0
T.....	28.0	43.9	37.0
U.....	2.1	21.1	13.0
Total.....	100.0	100.0	100.0

Only 18 of the 93 in fraternities or sororities indicated that their social adjustment in their houses was not all that it might be. A few more mentioned other drawbacks, such as difficulty of studying; but the great majority seemed to enjoy the type of life which the members of these organizations lead and to regard it as profitable.

Of the 123 "independents" approximately half indicated that they would like to be members of fraternities or sororities if circumstances permitted. In this group were many who could not belong for pecuniary reasons; a few who had been bid to some group but not the one de-

sired; and many who had never been rushed but who felt that fraternity or sorority life would be highly desirable. The really terrible discouragement which often ensues upon failure to be bid to a fraternity or sorority is pathetic in the extreme. In the extremely badly adjusted cases this crops up again and again as an important factor in the maladjustment. It has been suggested that members of fraternities and sororities cannot realize the glamor associated with these organizations in the minds of "independent" Freshmen because of their secret rites; it is not only that these "independents" have been left out, but that they feel they are forever barred from learning "the mysteries." Several of the satisfied "independents" felt that intimate group life would be too constraining and were glad to be free-lances; many had found satisfactory groups outside of the Greek-letter societies and so felt no need for the latter. The helpful rôle of church societies in affording contacts for "independents" was mentioned in a student autobiography.

Following are a few reactions to this whole situation:

ALS Is now a member and likes it, but felt inferior when she wasn't.

ALT Had to take back his pledge because of finances. Misses it keenly.

AMS Thinks she would be very unhappy if she were independent though her close friends are not in her sorority.

AMS Feels sorry for fraternity men because they are tied down. He refused three bids.

AMT Feels that distractions are too great in a fraternity house. Thinks a professional fraternity all right.

AMT An "independent" who thinks sororities "stupid organizations."

AMT Wouldn't have stayed in college without a bid. Intensely dependent on group yet has poor social facility.

AMU A transfer who, because he waits table at a restaurant, thinks he can't mingle with his fraternity brothers in the Michigan chapter.

ANU Says she suffers from the "unpleasant consciousness of being outside the clique in which you would like to be."

AOU Badly shaken by failure to "make" fraternity.

BMS Feels a fraternity the "only way to live."

BMT Only regrets lack of fraternity when he daydreams about what he would do if he had a lot of money.

BMT Refused affiliation with his chapter here because he felt he couldn't spend as freely as the members here.

BMT Is resigned, but would like to be a member if he were able financially.

BNT Shallow group who ridicule boy as "baby face."

BNT Helped start new sorority when not asked to join established ones.

BOT Only reason he misses fraternity is that he would like to have bragged about it at home.

BOU Invited to join, but pledge was withdrawn when he told them he was a Jew.

CMS A boy with a good family background who is immersed in a shallow fraternity. His ideals have been kept in background by the pressure of what was acceptable to the group. This has led him to place too much emphasis on athletics and social activities.

CMS An independent; low grades kept him out of fraternity. Thinks "fraternity indispensable to social life but it forces your friends on you."

CMS Thinks fraternity has helped him scholastically through study hours.

CMS Fraternity has given him prestige at home. "You would be surprised at the idea of college they have."

CMT Out of harmony with his fraternity—many heavy drinkers.

COU Disapproves of these organizations. Lives at home.

COU Was a member. Withdrew because he didn't like the boys.

From several case studies of particular fraternities and sororities I cull the following illuminating bits:

"The fraternity does a great deal in the way of dissemination of knowledge [about sex] for those who come to school with incomplete knowledge, but I am not at all sure that it does more than a rooming-house would do. Many are freed of irrational sex fears. The general tone of conversation around the house indicates a great deal of sex suppression, for it is full of smut. There is much talk and joking about homosexuality, though I am reasonably sure there has been no practice of it."*

"In true education there should be true humility. The fraternity man cannot offer such a state of mind."*

"The fraternity is content with the mere advertising of its virtues and not the practice of them. American life cannot hope to sustain an organization professing love and the life beautiful. Where is idealism to spring from?"*

"Sorority girls are tolerant and unselfish toward one another, but to the outside group they appear selfish and self-satisfied."*

"To me the fraternity at Michigan is almost like a harbor in a storm. The school itself reminds me of a factory. It is so large, and there is so much organization; the opportunities for close social contacts are few. And that is where the fraternity plays an important part."*

From an autobiography upon entering a fraternity: "I found I had put myself under obligations that I was unaware of. No longer was I an individual, so to speak, but an integral part of an organization. I was restricted in my natural desires, but at the same time helped in my work and corrected in my misconceptions. I was re-

minded that I owed something to the house for all its advantages, and therefore ought to do my bit to help it in campus activities."*

The case studies of fraternities and sororities pretty generally agreed that these organizations promote social facility, the ability to understand others, self-knowledge, and self-control, but that they are likely not to increase tolerance or to stimulate one to think through one's own philosophy of life.

It was interesting to discover that in a few cases there were closely knit groups in rooming-houses not unlike fraternities in their sense of comradeship. These are likely to be composed of boys from the same town or of the same nationality group. I quote from a study of such a Jewish group. "It was but a day or two after the semester began that the boys were already functioning together as a definite, integrated group. This was, of course, due to their religious-national feeling toward the other boys whom each member of the group considered as belonging to the larger group."* As to the value of such a group: "The residence group is one of the institutions that aid in furthering and rounding out the student's primary culture, while he is busy obtaining his more specialized culture at the academic institution. In addition it gives an added unitary idea of the wholeness of life and culture. For the most part the average student's view has been specialized, fragmentary, and disjointed. He has not learned to see life as a whole process. The residence group is one institution where he can begin to get this knowledge."* This would also apply to fraternities and sororities.

XI

EXTRA-CURRICULAR ACTIVITIES

Each student was asked to state the number of extra-curricular activities such as athletic teams, publications, musical and dramatic organizations, committees, etc., in which he was an active participant. Table LII shows the frequency distribution. This table reveals that less than half of this sample of students participated in extra-curricular activities at all. And out of 197 participations by 101 students, 148 were by 52 individuals. This means that approximately one-fourth of these students were responsible for three-fourths of the participations. The makeup of the sample is such as probably to show a maximum of participation in extra-curricular activities. Since the Freshmen are barred from most activities, the fact that only a handful of them are in this study tends to give an abnormally high rate of participation. Also, it is commonly observed that many try out for the lower positions in activities, especially publications, in their Sophomore year, who are eliminated later through competition.

Table LIII shows the average number of extra-curricular activities engaged in per individual in all of the adjustment classes by sex. The greater participation of women in campus activities is probably more apparent than real for several reasons. In the first place, many of the women's activities are specific events of short duration, such as the Sophomore circus; while most of the

TABLE LII

Extra-curricular Activities

Number of Activities		Number of Students
0	𝍸 𝍸	115
1	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ///	49
2	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	30
3	𝍸 ///	9
4	𝍸 ///	8
5	///	3
6	/	1
More	/	1
		216

Mean = .92

men's activities continue for a large proportion, if not all, of the school year. Second, women are likely to count intramural athletic participation as an activity while men are not. This is because men's intramural athletics are considered of such slight importance when compared to the varsity athletics; women's intramural sports are not similarly dwarfed.

The academic adjustment section of the table would seem to show that the B group are the most "active on the campus." This is what we should expect, since eligibility

TABLE LIII

AVERAGE NUMBER OF EXTRA-CURRICULAR ACTIVITIES OF MEN AND WOMEN, BY ADJUSTMENT CLASSES

	ACADEMIC			LIFE				SOCIAL			ALL
	A	B	C	L	M	N	O	S	T	U	
Men	.49	1.10	.74	.61	.86	.47	.96	1.06	.64	.38	.80
Women	1.15	1.13	1.00	1.62	1.17	.87	.33	1.37	.90	.43	1.12

requirements should keep most of the C group from participating, and the A group is, as we have seen, generally less inclined toward social activities of any sort.

The life adjustment section would require a very sage for its interpretation. The only easily explained fact is the low figure for the N group. The persons who are participating in campus activities are likely to be very much alive and would scarcely be content with a traditional orientation. Leaving out the N group, the trends for men and women are exactly opposite. The women's tendency seems the more natural one, that is, a positive correlation between life adjustment and number of extra-curricular

activities. The only guess which the writer can make is that the men, when they do participate in these activities, become much more absorbed in them than women and allow them so to consume their energies as to prevent progress toward life-orientation. In the case of some athletes in this study, this influence was apparent. The table is indeed a recommendation for women's activities as now indulged in.

The social adjustment classes show just what we should expect—a close positive correlation between social adjustment and number of extra-curricular activities. Anyone who has been a participant in activities knows that nothing contributes so much to a feeling of social integration.

All sorts of situations were found with respect to activities as the following reactions will indicate.

ALS	Likes work on *The Michigan Daily* but thinks it distracts some from studies.
AMS	Thinks himself "above" campus activities.
AMS	Self-support prevents him from taking part.
AMS	In athletics and works in intramural office. Does not hurt studies.
AMT	Plans to go out for *Daily* as soon as he is eligible (his first year here). Hopes this will help to integrate him socially.
BLS	In lots of activities and enjoys them. They have done much for her.
BMS	Would rather spend her leisure in reading.
BMS	An eager participant. Thinks more activities are needed so all may participate.
BMS	Has devoted himself too much to athletics. Put him on probation and gave him physical breakdown.
BMS	Was in Michigan Union opera. His chief aim was prestige.
BMS	Gave up wrestling because it interfered with his studies.

BMS Works on *Daily*. No hindrance to studies.
BMS Captain of cross-country. This comes first. Has hindered his academic and life adjustment.
BMS Joined debating society to get over being stubborn and dogmatic.
BMT Joined debating society to help social adjustment. Hasn't helped.
BMU On swimming team. Hasn't helped socially.
BNS Baseball and football hurt studies.
BOT Was an athlete. Illness prevents his participation now.
CMS Athletically inclined but one-year rule has kept him out this year. Perhaps inclined to rely too much on athletic prowess to get along socially.
CMS Activities distract her from her studies.
CNS Would like to go out for activities but academic record prevents.
CNT Being on warning has kept him from band and *Daily*.
COT Wants to compete in athletics but ineligible.
COU Has been on band and *Daily*. No satisfaction. Thinks rest of campus looks down on band.
COU No activities because of academic and outside work.

Since negative reactions were more likely to be brought out in the interview than positive ones, the foregoing list probably gives too great an emphasis to the faults of extra-curricular activities and not enough to their virtues. Evidence is available also from student autobiographies and studies of particular campus organization in the possession of the writer. Some excerpts follow.

"The Union opera has given me an opportunity to travel, it has gained some fame for me, as well as the [fraternity] house, and it has given me very valuable experience on the stage."*

"Portia Literary Society helps one to discover one's

capacities, to develop any ability in this field, to broaden one's understanding of people, and gives one a chance for needed self-expression."*

"The editorial work on *The Daily* is chiefly valuable for the contacts with interesting persons it makes possible—professors, visiting teachers, etc."*

"The Varsity Band is a help to social integration and also develops tolerance."*

"The opera did me more good than any number of public-speaking courses. Acting before an audience inspires confidence in one's self; it develops bearing, poise, and mental composure. Such an activity has character-building qualities." But, on the other hand, "during the last week of rehearsals I do not recall a single one who did not complain of lack of time for his studies. . . . . [After the opera trip]. The six from my house who took the trip are not only exhausted mentally and physically, but show signs of unrest, lack of ambition, an indifferent attitude toward studies, and downright laziness. One cogent reason for this is that while on the trip all but the most abstemious drank excessively. Alumni everywhere were lavish with their liquor. Although I enjoyed it at the time, I enjoy it no longer."*

"The active participants in the Student Christian Association learn to think effectively through student discussions and contact with interesting speakers."*

"The Cosmopolitan Club is of more value to the American than the foreign member, for it teaches the Americans broad-mindedness and the control of uncritical emotion."*

"When one is a member of a [musical] body doing en-

semble work he will learn that he must do his part well so that the others may do their parts well."*

"At the end of seven years of high-school and college athletics I am completely sick of them, and there are many others who feel the same way. We stick because of intense social pressure, but we doubt now the value of athletics as compared with the things we have had to give up. . . . . The only argument, and it is a very real one, for activities and athletics is that they absorb the interest of many college students who otherwise would merely play around and waste their time. That is true—they do serve to keep some out of mischief. But at the same time they take some of us who wouldn't get into mischief anyway and deprive us of very worth-while things."*

"The Junior Girls' Play is the best women's institution on this campus. It is work no doubt, but it is splendid work. All types and sorts of girls are thrown together, made to take responsibility, and the public appearance provides for training in poise. It develops a hitherto-unknown confidence in one's potentialities."*

XII

PERSONAL DISORGANIZATION

Though the system of a three-way classification has been very helpful for analysis, perhaps it should be supplemented, for the maladjusted cases at least, by a method of treatment which brings together all aspects of adjustment in personality wholes. This chapter will be devoted to the extent and nature of personal disorganization in our group of 216 unselected undergraduates.

It is obvious that personal disorganization is an ambiguous term. According to its use it may involve anything from slight worry, depression, and lack of orientation to severe mental disorder. The lack of sharp definitions in this field makes the statistical handling of the subject very difficult. The procedure followed by the writer is that of dividing the cases of disorganization into three groups on the basis of their needs for assistance as follows:

I. Those whose personality problems are so serious as to make unlikely a successful reintegration of personality without psychiatric assistance.

II. Those whose personalities are not so seriously disorganized as these in Class I but who would find psychiatric consultation of great value.

III. Those who are not greatly in need of psychiatric aid but who badly need advice of an educational or vocational sort.

Perhaps the third group should hardly be spoken of as exemplifying personal disorganization at all, but it seemed

most expedient to consider them at the same time as the more seriously maladjusted cases.

Following are brief characterizations of the personality problems of all the cases falling in these three groups:

CLASS I

AOT 287 Bad life adjustment caused by sexual situation. Perhaps homosexual tendency. Not interested in girls. Dislikes immoral talk. Needs psychiatric treatment badly.

AOT 274 Has severe depressions. Perhaps sex basis. Admits ignorance in this field. Disappointed in not making Freshman honorary scholastic fraternity. Needs therapy to straighten out conflicts.

AOT 85 Jewess who criticizes own people freely and is ashamed she is one of them. Has had psychiatric record in Detroit. Dominant mood melancholy. Thinks of suicide. Only refrains from sexual intercourse from fear of pregnancy. Admits she would "be nothing socially without her musical ability."

AOU 146 Has inferiority feelings because he is a Jew. Compensates by arguing with instructors and being radical generally. Withdraws from social contact even in his own fraternity. Needs help to steady him.

AOU 230 Son of Jewish junk-dealer who is ashamed of his father's work. Discouraged by pogroms he witnessed in Russia. Has no congenial group. Conscious of his problem, but needs insight to conquer his inferiority feelings.

AOU 192 Mother psychopathic. Boy has abnormal fears and is subject to fainting fits. Sensitive about epileptic mother and has lost faith in his family. No contact on campus (lives just outside of Ann Arbor). On ragged edge. Needs mental hygiene badly. Questionable whether he is fitted to teach as he plans.

AOU 42 Girl who grew up too early and found herself isolated. Very intellectual. Thinks most students "dumb." Oversophisticated. Can't see any value in anything. Broken up over failure to make sorority. "I would have committed suicide long ago if I had had the courage." Worries about academic work just because she worries about everything.

BOS 117 Father psychopathic. She is neurotic. Constantly depressed. Wanted further treatment.

BOU 91 Sex-ignorance worries besides fact that he has tubercular bones. Failure to make fraternity and forty-hours-a-week work add to his troubles. Badly in need of sex instruction and mental hygiene.

BOU 56 Lives here with family with whom he is uncongenial. Cried at mention of fraternity. Has never had a date with a girl. Considerable masturbation. Needs mental therapy.

COT 301 Badly depressed boy with mild delusions of persecution. Too much outside work and fraternity disappointment at basis of trouble. Has had several interviews and is getting along better.

COT 212 Idealistic, introverted boy who feels inferior because a Jew. Feels life futile but "continues to live because death offers nothing better." Has written "The Prevention of Sexual Degeneracy through Masturbation" but claims no masturbation himself. Inconceivably prejudiced.

COT 221 Unstable girl, bitter toward mother who has been cold toward her. Has been a behavior case at the Health Service. Has attitude of superiority and doesn't exert herself on her studies.

COU 83 Acne of face at bottom of whole maladjustment. Unwilling dependence on uncle accentuates difficulty. Thinks himself repulsive and that others believe acne to have sexual basis. No close friends in his fraternity. Left school before second interview. No lack of intellectual capacity; just worry.

COU 80 Lazy, confused boy to whom life seems futile. Ashamed of work in fraternity kitchen. Interviewer suspects unrevealed sex trouble. Complete lack of orientation.

COU 104 Morose, sulky boy who is uneasy with women and feels inferior generally. Outside work may handicap him. Badly in need of advice. Probably shouldn't stay here.

COU 189 Chronic masturbation and vasomotor trouble (tic) at bottom of bad situation. No insight into own problem. Subject to anxiety states brought on by misinformation about masturbation. Neurotic condition has yielded well to repeated treatments of the interviewer.

COU 247 Indifferent boy who finds life not worth while. Has had mistress for four years. Unable to pull himself together academically or socially.

COU 64 Acne the chief cause of depression and feeling of inferiority. Erratic and extreme instability.

COU 248 Unintelligent boy who supports self and young brother. Vasomotor changes—perspires on all occasions. Introverted. No social group except grandmother and brother. Worried over academic failure.

COU 38 Girl who is subject to anxiety states perhaps brought on by inability to release herself from domination of mother. Withdraws in social group because of strong inferiority feeling. Worries over inability to do academic work. Just existing until her financé graduates from medicine.

CLASS II

ALT 47 Unhappy married woman whose prudish moral ideas prevented her from enjoying normal sex life. Has compensated by clinging to and protecting daughter who has come to college with her. Badly in need of psychiatric advice, particularly as to effect of her course of action upon her daughter.

ALT 37 Chronic masturbation and failure to make fraternity have upset him somewhat. Needed advice.

AMS 130 Unattractive to boys, which worries her. Has girl friends. Cries easily. Worried over finances and lack of sex knowledge.

AMS 251 Unstable girl subject to mood swings who wanted further advice about love affairs.

AMS 213 Oversexed, nervous girl who cries easily and is upset over love affair.

AMT 152 Nervous boy, hard to make close friends, who felt himself ignorant about sex and eagerly sought information in interview.

AMT 268 Mood changes. Depressed often. Daydreams. Wants a boy friend. Feels inferior when other girls go out.

AMT 127 Lives at home. Estranged from immigrant parents of whom she is ashamed. Asked for further interview to discuss her problems.

AMT 219 Gets moody and pessimistic. Worried over inability to make friends with boys. Asked for advice about sex.

AMT 118 Socially repressed to extreme degree. In constant fear she will not be social success. Needs sex instruction.

AMU 204 Repulsive, slovenly boy with strong body odor. No friends at all. Much thought of sex. No insight into own problems. Greatly in need of personal and mental hygiene.

AMU 145 Jewish boy who is very sensitive about his large nose and his body odor. Makes him shy and retiring. Needed advice.

AMU 149 Inferiority feelings. No interest in life. Worries about sex. Needs advice for insight into his problem.

AMU 122 Girl popular at M.S.C. who feels out of it here. Asked for further interview to help her social adjustment.

ANU 40 Immature. Feels socially inferior. Divorce of parents has caused conflict and bashfulness.

ANU 262 Stubborn boy with belligerent attitude who needs advice and help socially and probably sexually.

BMS 125 Vasomotor changes. Very unstable boy. Interested in spiritualism and hypnotism. Needs mental hygiene.

BMS 280 Very unstable. Dogmatic and argumentative. Interviewer thinks there is glandular disbalance.

BMS 48 Needs mental hygiene to develop insight and to create less artificial social values.

BMS 112 Neurotic though mature girl. Erratic in action. Wide mood swings reminiscent of manic-depressive type. Likes girls better than boys.

BMT 288 Sexual intercourse at eighteen—much fear resulting. Repressed now. Bashful. Also academically uncertain because of flunking chemistry while aiming for medicine.

BMT 139 Strong sex desires and much intercourse. Very sensitive and few friends. Needs mental therapy for normal sex life.

BMT 102 Impulsive, unstable, and very argumentative boy who could mix easily if he had more self-control. Needs advice. Could make much better academic, emotional, and social adjustment.

BMT 212 Very unstable Jew with little discrimination. No congenial group. Doubtful if he has ability for medicine, the course he has chosen. Needs counsel.

BMU 86 Immaturity and masturbation upset him. Secondary sex characteristics undeveloped. Too self-conscious to recite. Worried. Mental hygiene would be of great value.

BNT 200 Chronic masturbation for which interviewer is giving therapeutic treatments. Otherwise all right.

BNT 39 Very immature boy. Sex pathology. Boys tease him by calling him "baby-face."

BNT 72 Held down at home. Not allowed to make own friends. Parents even chose career for her. Doesn't think for self at all. Dominating mother. Wants sex instruction.

BNT 194 Quarrelsome, assertive to cover her inferiority feelings. Had sister who was incorrigible and received psychiatric treatment. Though twenty-three, she is not interested in boys.

BOS 231 Bright boy who because of false standards is wasting time in drinking, gambling, and sexual excesses. Selfish and complacent.

BOT 225 Introverted boy who tries to cover inferiority by "handing out awful line." Needs further interviews.

BOT 233 Ill health at bottom of difficulties. Depressed frequently. Worries about his family—father ill and poor. Feels people aren't interested in him—perhaps he misses his "only child" attention.

BOU 265 Boy who works at radio-repairing. Has no friends and gets discouraged. Has considered suicide.

BOU 31 Needs advice to get over his sensitiveness over fact he is a Jew. Jealous of his girl. Also sensitive over fact he has to work. Cried during interview.

BOU 56 Inability to make friends and outside work depress her to the point of frequently considering suicide.

CMS 144 Unstable boy who has found sex a problem. Has no insight into his own personality problems.

CMS 276 Unstable, neurotic type who needed psychiatric advice very much a year back at time of an unfortunate sexual experience. Though better now, he is still upset. His worry over the affair reflected in his academic work and also developed in him a compensatory habit of blustering profanity and carefree camaraderie. Needs vocational advice also.

CMT 169 Boy who is ashamed of fact his father is a railroad fireman and that he himself has to work here as a barber. Also worries over own inability to do satisfactory academic work. Unsuited for medicine, his chosen profession. Thanked interviewer for help given him.

CMT 126 Overprotected at home. Ignorant about sex. This, together with his inability to meet his own problems and his poor academic showing, worries him.

CNS 26 Unintelligent boy who tries hard. Hint of psycho-sexual pathology which interviewer believes might have proved significant if further interviews had been possible.

CNT 142 Needs advice about capacity and vocation, and especially about sex. The latter field finds him badly adjusted.

CNT 34 Boy from small town. His "best girl" became pregnant by another man and married him. This boy has great repressed sex curiosity. Feels immature and inferior. Wonders if he was taken into fraternity simply because he can play piano.

COS 215 Son of a race-track gambler whose shame at father's profession has been compensated for in numerous ways. He is extremely unstable and has periods of stammering. Has actually made a great social success on campus but at cost of loss of all social perspective. Mental hygiene would improve his standards of value.

COS 255 Very unstable. Somewhat discouraged at failure to make good all-around adjustment. Goes off on spasmodic alcoholic sprees. Covers his worries with nonchalant attitude.

COT 153 Unintelligent boy, completely unoriented, extremely introverted. Does not understand own problem. Needs advice.

COT 193 Unstable boy who drinks and is sexually loose. Feels adjusted but in reality has very poor perspective. Academic work slighted. Socially he is not well integrated. Highly prejudiced.

CLASS III

ALT 275 Sex has been a problem but now mastered. Needs advice about his capabilities.

AMS 203 Fairly well adjusted but wishes he could have had advice of more mature person about his college life.

AMT 229 Not maladjusted but could use some advice. Tried to impress interviewer with his own self-sufficiency.

AMT 81 Smarty, snobbish, extravagant, heavy drinker. His intelligence will sober him down in time, but advice now would help.

AMT 254	Boy wants astronomy, father wants law. Needs vocational advice.
ANU 283	Boy who dislikes it at Michigan and depends entirely on family in Detroit for social contacts. Dislikes science yet aiming for medicine. Needs advice.
BLS 295	Doubtful if he has capacity for law toward which he is aiming.
BMS 121	Realizes his complete lack of vocational orientation.
BMS 298	Has chosen medicine but has no insight into his capacity.
BMS 222	University not helping him to find a career. Drinking a great deal. Needs advice for orientation.
BMS 135	Heading for law but doubtful if she has the ability. Also needs advice about her personal values. Is extravagant, makes show of her money and travel. Drinks.
BMS 290	Wants advice to help orient herself.
BMT 98	Defective vision makes academic adjustment difficult. Needs vocational advice. Probably medicine an unwise choice.
BMT 242	Works forty-eight hours a week and is always tired. Is extremely high strung and nervous. Should have advice about working out a more rational program.
BMT 95	Vocational advice much needed. Daydreams a great deal—wishes she cannot satisfy about being beautiful, brilliant, etc.
BNS 282	Has chosen medicine but has no idea what it involves.
BNU 134	From small denominational school and finds herself very unhappy here. Personal attention to her rooming situation would solve her problem.
CMS 235	Undecided whether to teach or marry. Interviewer thinks advice to marry would be best.
CMT 174	Carrying too heavy working schedule (forty hours). A more rational adjustment could perhaps be worked out with counsel.
CMT 119	Unfit to do college work. Had first hoped to take medicine. Now sees that impossible. Worries so over this that he loses weight.

CMT 224 Gets discouraged due to too much outside work and no play. Ashamed of his cheap clothes. Worries about academic work a great deal. Small school would probably be better for him.

CMT 68 Has not capacity for university work. Might be all right in smaller school where he would receive more personal attention. Has not time or money for many social activities.

CMT 133 Has tried hard in his studies but can't make the grade. Discouraged, especially now that he realizes he won't be able to take law.

CNS 173 Has decided upon law as a career, but it is doubtful whether he can qualify.

CNT 94 College probably a waste of time for this boy who is unintelligent and apparently unambitious. Some inferiority feelings because of his stupidity. Wanted to be an architect but that clearly beyond him.

CNT 168 Farm boy of little capacity who is disheartened over his lack of academic success though he has tried heroically. He wanted to become a doctor. Worries about his inability.

CNT 175 Worries about lack of capacity and academic failures. Had planned to take medicine. No insight into his problem.

The causes of the more serious types of personal disorganization are, by our evidence, many, but they may be grouped conveniently under the following heads:

1. Probable hereditary tendencies toward psychopathology
2. Acquired organic deficiency
   a. Disease
   b. Tired out by too much self-supporting work
3. Family troubles and conflicts such as separation of parents, quarrels in home, unsatisfactory relations with parents, etc.
4. Difficulties arising from sex
5. Academic failure
6. Failure to make social adjustment in college

7. Worry over pecuniary status
8. Ashamed of:
   a. Family's status
   b. Race (especially true of Jews)
   c. Own peculiarities such as extreme immaturity, acne, strong body odor, etc.
   d. Type of outside work he is performing

In most instances several of these causes are working together to produce the result in the way of disorganization. The writer makes no attempt to compare these causal factors in relative importance, nor does he think such a comparison can be made on the basis of the evidence.

As regards the extent of personal disorganization it is apparent that 21 cases, or 9.7 per cent, of the total number in the study fall in Class I; 46 more, or 21.3 per cent, fall in Class II, making a total of 67 cases, or 31.0 per cent, in Classes I and II. Class III claims 27 more, or 12.5 per cent, bringing the total in all three classes to 94, or 43.5 per cent. When we come to consider whether this study can be held to be typical of the undergraduate population in respect to personal disorganization, we should probably not so regard it. The Sophomore year is traditionally a year of transition and readjustment, and the incidence of personal disorganization in it would therefore be expected to be high. Since our study is heavily weighted toward the Sophomore year, we should predict a smaller incidence of personal disorganization in the undergraduate population than here shown. Moreover, there is the bare possibility, discounted by most of those in touch with the situation, that psychology students constitute an unusually introverted group, which

would, if true, make for an undue percentage of personality disorganization. However, even a drastic reduction in the percentages here obtained would give figures startling enough to those superficial observers who think college is a continual "lark" for all concerned.[1]

It is interesting to note in passing that the number in Class III checks closely with Dr. Ruggles' observation at Dartmouth that about one-third of the maladjusted cases were problems for the educator rather than the physician.[2]

Table LIV shows the percentages of personal-disorganization cases in all of the adjustment classes by disorganization classes cumulatively. The reason that the disorganization classes are treated cumulatively is that the membership of each preceding class (i.e., II) consists largely of people who would be in the succeeding class (i.e., III) if the preceding class did not exist. The most striking feature of this table is the greater incidence of

[1] Other studies are pertinent here as checking our results. Morrison and Diehl in a study of 2,295 Freshmen at the University of Minnesota found that at least 3.5 per cent were in need of neuropsychiatric advice and that 11 per cent of the boys and 17.8 per cent of the girls have suffered from neurotic disorders of some kind (reported in *Journal of the American Medical Association,* LXXXIII, 1666). Cobb found that 16.4 per cent of 1,141 Harvard students showed neurotic histories (reported in *Journal of Industrial Hygiene,* III, 309). Blanton found that "of more than a thousand juniors and seniors fully one-half have emotional difficulties that will prevent them from realizing their highest possibilities" and that "fully 10% have maladjustments serious enough to warp their lives and in some cases to cause mental breakdowns unless properly treated" (reported in *Mental Hygiene,* IX, 478). Raphael and Hughes, in a study of 2,474 Michigan Freshmen in the fall of 1925, found that in the cases of 7 per cent of the boys and 19 per cent of the girls there existed some neuropathic quality in the family stock which might be significant.

[2] Arthur H. Ruggles, M.D., "College Mental Hygiene Problems," *Mental Hygiene,* IX, 263.

personal disorganization among college men than college women. The explanations of this are probably many, some being the greater proportion of men who have to support themselves, the greater proportion from back-

TABLE LIV

PERCENTAGES IN PERSONAL-DISORGANIZATION CLASSES, BY ADJUSTMENT CLASSES AND BY SEX

		Class		
		I	I and II	I, II, and III
Academic	A	9.1	29.9	37.7
	B	3.4	24.7	37.1
	C	22.0	44.0	64.0
Life	L	0	6.5	12.9
	M	0	20.7	35.5
	N	0	27.3	48.5
	O	67.7	100.0	100.0
Social	S	.9	13.0	22.2
	T	7.5	36.3	55.0
	U	50.0	85.7	92.9
All Men		12.0	36.8	53.4
All Women		6.0	21.7	27.7
All		9.7	31.0	43.5

grounds of a sort to engender inferiority feelings, and the greater urgency of the male sexual impulse. The fact that twenty-two men and only five women fell into Class III undoubtedly results from the feeling that vocational orientation is more imperative for men than for women.

The academic adjustment section once more suggests that sometimes failure to succeed in other phases leads to good academic adjustment as a compensation, but that more often academic ill success goes with general failure.

The life adjustment section figures are what one would expect, with the possible exception of the N group. Here is clearly indicated that those who are adjusted in a traditional and uncritical way may escape the most serious type of personal disorganization but that their position is a shaky one and leads to a considerable percentage of emotional conflict. The social adjustment section shows the expected correlation between poor social integration and personal disorganization.

XIII

CONCLUSIONS

No formal summary of the complex and ramified results of this study will be attempted because of the writer's belief that anything of this sort would be certainly inadequate and probably misleading. Instead, the possible meaning of the findings for those influential in guiding and controlling the lives of undergraduates will be outlined.

It is apparent that undergraduates reflect the spirit of the times. The inclinations revealed toward modernism, economic liberalism, and free moral standards are typical of young America. Though these boys and girls tend to come from the homes of the better educated, they seem to share to a considerable extent in the general indifference to cultural things. The fact that the BMS type is much the commonest in this study expresses the general shallowness and confusion of our times. In religion also we see a strong tendency toward indifference, particularly in the maladjusted (C, O, and U) classes. The latter result may quite as well be due to failure of religious institutions to help students as to their failure to seek the institutions. The facts that the N class is the least intelligent and also includes in its membership many verging on personal disorganization, and that the best students are the most progressive in their thinking, indicate quite clearly the strength of the trend toward modernism as distinguished from traditionalism.

Though undergraduates are carried along on the current of the times, the results show that they are not so much alike as many easily assume. The variety of types encountered and the variety of causes lying back of their adjustment situations give pause to anyone essaying sweeping generalizations. One striking example is the differences found between men and women. It would appear that college women come from better backgrounds than the men, that their performance in academic work more nearly approaches their capacities, that they more rarely suffer from personal disorganization, and that they are more likely to remain oriented upon a traditional basis.

The supposition that various types of adjustment tend to go together is borne out by the correlation of life adjustment with both academic and social adjustment, but is contradicted by the failure of academic and social adjustment to correlate with each other. The indication that many undergraduates make good academic records partly as a compensation for lack of social success seems unusually significant.

The emancipating but confusing influence of a large university as compared with the small college is quite definitely shown by the tendency of those beginning at Michigan to gravitate to the M and O classes, as contrasted with the gravitation to the L and N classes of those coming here from smaller institutions. The value of intimate group life is further illustrated by the showing in social adjustment of fraternity and sorority members and of those participating in campus activities.

Several problems are brought to the fore by the findings. The great importance of sex in social and life ad-

justment is strikingly revealed by the fact that four times as many O men as L, M, or N men and eleven times as many U men as S men found sex a difficult problem. Self-support in college also seems to be a maladjusting factor in several ways. Further, though fraternities and sororities are favorable to the social adjustment of their members they are apparently inimical to their academic adjustment, and frequently prove a maladjusting factor socially to those who fail to "make" them.

Many will probably be surprised at the amount of personality disorganization among undergraduates that this study reveals. The general public in particular is likely to think of college years as a carefree period—a time of few responsibilities and no serious problems. This is because the most obvious features of undergraduate life are festive occasions like football games, house parties, and graduation exercises. There is no appreciation of the genuine hardships experienced by many students; undergraduates are thought of as uniformly happy. Though college administrators and teachers are not so naïve in their views, very few of them realize that so large a proportion is badly in need of mental hygiene.

Turning to the question of what hints this study gives as to means for a more complete attainment of the college's ends, we must acknowledge that little light is cast upon the purely academic situation. More complete studies have been made in that field than this one, and it would therefore be presumptuous to offer many suggestions. The criticisms made by the students herein of instructors, courses, the marking system, large classes, etc., are the stock ones that can be heard in any student gath-

ering. It is much easier to admit that they are very frequently justified than to remedy the ills complained of. The indication of the need for a better system of educational advice, particularly in regard to a student's fitness for law or medicine, is perhaps one of the positive contributions of this study. In addition, there would seem to have been too little weeding-out of the hopelessly unfit. The university is injuring both itself and the students themselves by allowing them to remain, for they frequently develop inferiority feelings. Conversely, there is considerable evidence to indicate the great desirability from the academic point of view of loans or scholarships for serious students who are completely self-supporting.

In the field of extra-curricular activities, some rather well-defined needs appear. In general there is a paucity of truly cultural organizations. The intelligent women in particular seemed to feel there were not sufficient opportunities for valuable self-expression outside the curriculum. The poor showings of the women in natural and social-science information and of the men in artistic and literary information perhaps indicate the lines along which such cultural organization might well be fostered.

In the field of general college social organization it would seem that if the level of interest in fraternities and sororities could be raised and their attitude toward studies made more favorable, the university authorities might well encourage their multiplication on the ground of social adaptation. Especially useful is some such smaller group connection in the Freshman year as a means to a sense of security. The fact that there were no O-class students among those coming from smaller colleges would

point to the desirability of doing something at Michigan to bridge the social gap between the intimate home circle and the large, rather cold university.

Though more effective educational counsel and better social organization may do much to prevent the development of situations of personality disorganization, there is no doubt that many such cases will continue to occur. Some sort of mental-hygiene program is therefore much needed. Indeed, if the results of this study point to one thing more than any other it is to the need of providing an agency for advising and directing students suffering from personality problems. Though the present study aimed merely to collect the facts, the interviewers did in practice give much therapeutic advice. The appreciation of this aid which a number of the students showed indicates that if a mental-hygiene program could be introduced in such a way as to enlist the interest and support of students much help might be given.

The immediate aims of a college mental-hygiene program have been well expressed by Dr. Frankwood E. Williams as follows:

1. The conservation of the student body, that intellectually capable students may not be forced unnecessarily to withdraw, but may be retained.
2. The forestalling of failure in the form of nervous and mental diseases, immediate or remote.
3. The minimizing of partial failure in later mediocrity, inadequacy, inefficiency, and unhappiness.
4. The making possible of a larger individual usefulness by giving to each a fuller use of the intellectual capacity he possesses, through widening the sphere of conscious control and thereby widening the sphere of social control.[1]

[1] "Mental Hygiene and the College Student," *Mental Hygiene*, V, 301.

The same authority has pointed out that the interest of the university in its students has been too largely focused upon the intellect instead of upon the mind as a whole, with the result that students have been sent away as unfit for college work who had the necessary capacity and only needed aid in emotional adjustment. Similarly, in the field of disciplinary problems he says:

> It is a shocking fact that technical skill and knowledge of behavior disorders are more generally applied in the study and rehabilitation of criminals than to disciplinary problems in college. . . . . Good will and kindliness and common sense, while always valuable, can no more be substituted for technical knowledge in matters of conduct disorders than maternal instinct and mother love can be substituted for technical knowledge in the presence of a sick child.[1]

Whether the matter of vocational direction and advice should be undertaken by the same agency which renders educational advice or whether it should be a function of the mental-hygiene program or whether it should be delegated to still a third agency is a difficult question. Dr. Williams believes there is much to be said for placing it in the mental-hygiene program, for

> one's job must furnish an outlet suitable to one's particular personal, emotional needs. The greatest part of one's emotional life is lived in one's job, not elsewhere, as commonly supposed. . . . . One may be more than adequately equipped intellectually . . . . for a given profession, but if that profession does not offer the emotional outlet peculiar to one's own needs, unhappiness and discontent will follow.[2]

[1] "Mental Hygiene and the College Student: Second Paper," *Mental Hygiene*, IX, 245.

[2] *Ibid.*, p. 236.

The greatest difficulty that has been experienced by other institutions in introducing mental-hygiene programs has been in overcoming student distrust of anything that smacks of mental ill health. It seems to be agreed by those in close touch with the situation elsewhere that the following four considerations should be uppermost in the minds of those establishing new mental-hygiene agencies in colleges.[1]

1. Proper personnel is of utmost importance. Working with students is an art that requires real sympathy with their problems. Psychiatric training is imperative.

2. The utmost care must be taken in selecting the unit of the university to which the mental-hygiene unit shall be attached. It should be associated with some department already in the good favor of the students unless it is to have an independent standing of its own. Those who have had experience with the establishment of such work believe that the more spontaneous and natural the development the better. In a small college a teacher who is equipped for it and who at the time has the confidence of students may take the work over. In a large university, the student health service, the psychology department, or the physical-education department might grow in this direction. If the medical service takes over the work great care should be taken to gain the confidence of students and to keep the notion of mental disease in the background. Only an unofficial connection with

[1] See *ibid.*, pp. 255–60; Kimball Young, "Mental Hygiene and Personality Guidance in Colleges," *Mental Hygiene*, IX, 501; Florence Meredith, "The Administration of Mental Hygiene in Colleges," *ibid.*, XI, 241–52; Mildred Thompson, "The Value of Mental Hygiene in the College," *ibid.*, pp. 230–35.

the university is recommended by some as disarming the distrust of undergraduates. Great care must also be taken in selecting a name for the service. "Mental hygiene" and "personnel work" already have undesirable associations among students. Perhaps combination with a vocational bureau under the name Bureau of Student Counsel or something similarly innocuous would take off the curse.

3. It is necessary to educate the faculty and administrative officers regarding the meaning and value of mental-hygiene work. Unless they will advise students in trouble to consult the psychiatrist and unless disciplinary and other committees will co-operate fully the work cannot be successful. The full co-operation of the student health department is of course indispensable.

4. The positive interest of students in the program needs to be enlisted. Various suggestions have been made to this end such as lectures to Freshmen, "chatting" with them at the time of their medical examination at entrance, and arranging for informal discussions of mental health under the auspices of various organizations.

APPENDIX

AN EXHIBIT OF ALL THE MATERIAL UPON A TYPICAL CASE

CASE 247 CLASSIFIED AS COU

I. THURSTONE'S PSYCHOLOGICAL EXAMINATION IV
For college Freshmen and high-school Seniors
Score—76 (mean = 91)

II. GEORGE WASHINGTON UNIVERSITY SERIES
SOCIAL INTELLIGENCE TEST
Score—115 (mean = 108)

(In general, the feeling of those who prepared the case summaries was that this test measured one's "potential social intelligence" rather than one's "social intelligence in action.")

III. THE WATSON TEST: A SURVEY OF PUBLIC OPINION ON SOME RELIGIOUS AND ECONOMIC ISSUES

PREJUDICE SCORES

%		%	
49	Free moralist	35	Economic liberal
39	Catholic	35	Religious radical
38	Social interpretation of religion	30	Economic radical

IV. INFORMATION TEST [see pp. 149–51]
Score—25 (mean = 23)
Natural-science score—10 (mean = 9)
Social-science score—8 (mean = 9)
Art, literature, and religion score—7 (mean = 5)

V. Honor-point to hour ratio = .80

VI. Personal-history record [p. 151]

VII. Interview outline [p. 154]

VIII. Student assistant's outline summary [p. 159]

STUDENT'S NUMBER_____

GENERAL INFORMATION TEST[1]

Place a + before every true statement; place a − before every false one. You will be given twenty-five minutes to complete the test.

N 1. The angles formed at the intersection of the diagonals of any rectangle are all equal.

N *2. Outside the cell the current flows from the + to the − pole.

N 3. Many plants as well as animals have sex.

N 4. Snakes and worms are almost exactly alike in their anatomy.

N 5. The rotation of the earth is responsible for day and night.

S 6. Buenos Aires is in Brazil.

A 7. Opera is a combination of music and poetry.

A 8. The temples of classical Greece had beautiful arches.

S 9. The English companies for settlement in Virginia were formed because of the commercial advantage.

A 10. Shakespeare's plays were written during the reign of Queen Anne.

S *11. The temporal power of the papacy was repeatedly challenged throughout the Middle Ages.

S *12. The right of trial by jury must be accorded if a suit, where the value in controversy exceeds twenty dollars, arises under common law.

S 13. Under the Articles of Confederation there were no United States courts.

N 14. Cotton burns more readily than wool.

A 15. Michelangelo was, among other things, an architect.

A 16. The author of *Treasure Island* is Stevenson.

S 17. Dewey defeated the Spanish fleet off Havana.

[1] On this test form N stands for Natural Science; S for Social Science; A for Art, Literature, and Religion; and * for questions the writer thinks of little value.

S 18. Jefferson, Madison, and Monroe were of the same political party.

N 19. The ratio of the circumference to the diameter is the same for all circles.

S 20. Nietzsche was one of the leaders of the Protestant Reformation.

N 21. Brass is a chemical element.

A 22. The pointed arch is a feature of Gothic architecture.

N 23. The pistil is important in plant reproduction.

A 24. *Don Quixote* is a satirical epic poem.

S 25. A one-man government is called an "oligarchy."

N 26. The Binet Test is used in measuring muscular strength.

N 27. Great discoveries in physics were made by Isaac Walton.

A 28. Velasquez is most famous for his paintings.

N 29. Bile is secreted by the kidneys.

A 30. The Braille alphabet was devised for the deaf and dumb.

S 31. Bryan was twice the candidate of the Socialist party for president.

A 32. Valhalla was the home of the Greek gods.

N 33. The blood corpuscles are indispensable to human life.

A 34. The Jewish people are worshipers of the Trinity.

S 35. An annuity is a yearly income.

A 36. *Il Trovatore* is one of the most beautiful of the Strauss compositions.

S 37. The duties of a United States consul are commercial rather than diplomatic.

S 38. The metric system is the basis for the values of English coins.

A 39. Rodin was a sculptor of the modern school.

N 40. The worm gear is often used in the transmission of power.

S 41. Alexander was a great Roman emperor.

N 42. A glass prism can be used in obtaining a spectrum.

A 43. Purgatory is said to be a state or place of purification after death.

S 44. The climate of Alaska is made moderate by the Gulf Stream.

S 45. Alexander Hamilton's exploits made him a source of terror to the Indians.
A 46. *The Doll's House* is one of Browning's most thoughtful poems.
S 47. The League of Nations draws its membership solely from Europe.
S 48. Chivalry died with the fall of Athens.
S 49. Communism implies the absence or suspension of formal government.
S 50. The single tax relieves married men of all taxation.
N 51. The selvedge of a woven fabric prevents raveling.
N 52. The barometer is useful in determining altitude.
S 53. John Marshall was a famous American judge.
S 54. The Kiel Canal is in northern Egypt.
A 55. A symphony is in the sonata form.
N 56. Diabetes is a germ-caused disease.
N 57. Most evergreens are softwoods.
S 58. The United States can be sued only with its own permission.
N 59. The lobster is a sea mammal.
N 60. Canned peas have as much nutritive value as fresh peas.
N 61. Many dyes are derived from coal.
S 62. Common law deals solely with the institution of marriage.
A 63. The chorus had an important function in classic Greek drama.
S 64. London is in approximately the same latitude as Boston.
A 65. Most of the great existing religions originated in Southern Europe.
A 66. The elegy is a form of poetic drama.

STUDENT'S NUMBER: 247

PERSONAL HISTORY

Birthplace of father: *Russia.* His racial stock (German, Jewish, American, etc.): *Jewish.* His present age, if living: *60;* or his age at death, if deceased: ____. Amount of schooling: *Equal to grammar school.*

Birthplace of mother: *Russia.* Her racial stock *Jewish.* Her present age, if living: *58;* or her age at death, if deceased: _____. Amount of schooling: *Equal to grammar school.*

List below the ages of the living children of your parents including yourself, placing the oldest first; state whether male or female; and give occupation if out of school, grade if still in school. Place a cross before the set of facts which represent yourself.

Age	Sex	Occupation or Educational Status
30.....	Female	Librarian: University Graduate
28.....	Male	Lawyer: University Graduate
25.....	Female	Librarian: University Graduate
×22.....	Male	Sophomore: University of Michigan
13.....	Female	Seventh Grade

Your own birthplace: *Russia,* which is (check one)

Open country.

Town of less than five thousand.

Town between five and twenty-five thousand.×

City of over twenty-five thousand.

Age of beginning school: *6.* Number of years in rural school: _____; in town or city school: *9.* If in other types specify: _____.

Approximate number of students in high school or preparatory school from which you graduated: *800.* Name high-school activities in which you were an active participant (athletic teams, clubs, class plays, debating teams, etc.): *Athletic teams*

High-school offices which you held:_____

Date of graduation from high school or preparatory school: *1925.*

Name any other colleges attended before matriculating here and length of time at each: _____

Class in university now: *Sophomore.*

Are you a member of a social fraternity or sorority? *No.*

Name activities on this campus in which you are an active participant (athletic teams, publications, clubs, committees, etc.):

_____

Do you work during the school year to help pay expenses: *Yes.* Approximately how many hours a week? *25–30.*

In the space below please indicate what you did from the time you arose yesterday morning until you went to bed last night. Remember this information will never be linked in any way with your name.

Time	Activity	Place
Examples		
7:30–7:45	Ate breakfast	My fraternity
3:30–4:30	Conversed with friends	Union lobby
7:45–8:00	Ate breakfast	Lunchroom
8:00–9:00	Attended class	Angell Hall
9:00–11:00	Studied	Angell Hall
11:00–12:00	Class	Science Building
12:00–12:30	Ate lunch	Lunchroom
12:30–1:00	Read mail	Home
1:00–2:00	Class	Economics Building
2:00–4:00	Studied, of which time half was wasted talking to friends and reading	Main Library
4:00–4:45	Read mail, changed clothes	At home
4:45–5:00	Walked to work	.....
5:00–8:00	Cooked a meal, served it, cleaned up	In private home
9:00–12:00	Studied, conversed with friends, wasted time, read, retired	At home

Name books you have read since college opened this fall which were not required for your courses: *Wilhelm Meister* (Goethe), *House of Gentlefolk, Father and Son* (Turgenev), *Kasidah, and a few others; also poems.*

What church, if any, are you a member of? _____

If you have a definite vocation in mind for which you are preparing, please state it here: _____

Approximately how many social affairs have you attended in the past month (movies, dances, plays, concerts, etc.)? *6 or 8.*

STUDENT'S NUMBER: 247

INTERVIEW OUTLINE

1. *Degree of social facility* (*Moss Test introductory*).—Does he mix easily? Considered tactful? What has produced present situation? If he feels maladjusted, has he any physical defects about which he is sensitive? Any specific situations which have caused him to be shy or feel uncouth?

   Says that he mixes well if he likes people about him. He claims that he does not care for the company of the ordinary student (this is probably defensive and a compensation for feelings of inferiority and inadequacy). Up to the present time has never really found people whom he likes.

   He has no physical defects.

2. *Degree of open-mindedness, tolerance, scientific thought* (*Watson Test introductory*).—Degree and strength of prejudice. Can he hold conclusions tentatively, or does he have to be dogmatic about them? What experiences have tended to develop either tolerance or intolerance? Is judgment sound in critical situations?

   He says that he is tolerant because he does not care enough about things to "scrap about them." He admits to being very stubborn and tells of once leaving school as a way of bringing his parent to allow him to do something he desired; "I got my own way." In talking with this student he is found to be decidedly intolerant and very prejudiced. His judgment is not sound.

3. *Degree of general culture* (*Watson and General Information tests introductory*).—What does student feel regarding his level of culture? Does he feel himself well equipped to understand life as a whole—art and science, other cultures, etc.? Is he looked upon as dumb, ill informed, etc.? What influence has the family life and college experience had in this regard? Has he the opportunities here to do all the reading and attend all the concerts, plays, etc., which he desires?

   At times he feels that he is well equipped to understand life and at times he feels just the opposite. He feels that he is

much superior to the average student but does not know or claims not to know how the students look upon him as he does not mix with them. Last year he took in the concerts and lectures but has not been to any this year as he has no interest. His excuse is that he has to study so much that he does not have sufficient time to do the reading, etc., that he would like.

4. *Adjustment to academic institution (student will not know interviewer has grades).*—Does he worry about ability to do college work? About ability in particular subjects? Does he feel courses or marking system unfair to him? Has treatment by instructors been such as to make him feel that they are interested in him? Was it hard to get adjusted to large classes, coming from a smaller institution? Does he feel hostile to all instructors and is he out to deceive them? Are conditions favorable for study and intellectual interest generally?

   Says that he has stopped worrying over ability to do work in college a year ago, but up to that time he was very uncertain as to his scholastic attainments. He says that he is unable to do mathematics as he cannot concentrate. As a general rule the marking system is satisfactory but it depends almost entirely upon the professor. Although he claims no difficulty in adjusting to a large institution it is obvious that he is definitely maladjusted. Conditions on campus O.K. for study.

5. *Group relations, here and at home.*—Does he feel well integrated socially? Are his relations with his family sympathetic or strained? Why? Does he feel himself an integral part of university life, or is he without proper groups? If in campus activities, do they help? If he works, does this interfere with normal relations? If his home is here, does that make him feel outside the undergraduate life? If failed to "make" fraternity or sorority, does he feel it? Same for other groups. Does other sex seem interested, and, if not, is this source of trouble? Is she subject to "crushes"? Inferiority feelings generally.

   His relations with his family are not particularly sympathetic (that is, understanding) but they let him do as he pleases. He does not feel himself a part of the university as he is mostly alone and "I steer clear of groups," and he says dis-

dainfully that he laughs at the so-called intelligentsia (definitely a compensation) as he feels far superior to them but they do not so consider him. He joined a fraternity but lived there only one semester as he did not like it because his roommate was an all-A student and too dogmatic and "only two or three fellows there amounted to anything that I thought."

6. *Initiative, originality, resourcefulness.*—"Does he feel himself a leader in any way? Has he some special competence which makes him socially acceptable (good athlete, plays piano, etc.) or does he lack any such ability? Can he amuse himself or does he have to depend on movies, etc., for all his recreation? Hobbies?

   He is not a leader.

   He claims to have been a fair athlete in high school. He has no hobbies. His recreation is in skating and swimming. He lacks ability to be socially acceptable. He is alone a great deal and uses his time thinking about being dissatisfied.

7. *Self-control, dependability, patience, moderation.*—Has he emotional stability? Has he a reputation for steadiness, reliability, etc., or is he impulsive, liable to bursts of temper, erratic, etc.? Does he do school work regularly? Is he on time to engagements?

   He is unstable and erratic. His reputation is not one of steadiness. He believes himself to be stable and steady however.

   As a youth, temper tantrums to get his own way. Has heard his mother say that he would throw things around when angry. As a youth he would "fly off the handle" and "scream or holler." He says he has gotten over these temper spells.

   He is troubled by scenes in the movies. He recently attended a movie where a girl was pictured and the action showed her preparing to commit suicide. The student was "all on edge" and "I could hardly control myself and keep from screaming."

   He lets his work slide and does it periodically. He claims that he is punctual.

8. *Knowledge of own capacities, aims, and interests.*—Is he well oriented in the sense of having some plan which he believes to be right and which he is following out? Does he feel he understands himself and his capabilities?

No. Worries because he does not know what he is going to do. He says rather questioningly, "I thought I did understand myself."

9. *Health.*—Does he feel fit? Has he been subject to fatigue, illnesses, etc.? Does he worry about health? Does he get enough exercise, fresh air, etc.? Alcohol, tobacco, etc.?

Feels tired. "It is hard to get started." He says that he has always been that way and now he thinks he is more inclined that way. Nothing seems to interest him sufficiently to warrant any expenditure of effort.

A year ago while the student was having his teeth fixed it was necessary for him to take cocain "because my teeth are very sensitive." He immediately felt dizzy and finally lost all power of movement and speech but could see and hear and was conscious of all that went on about him. He came out and went into this state several times and was finally sent home. He says that he has always disliked going to the dentist.

A month ago he was suffering with a head-and-chest cold and was feeling "very bad." He says "I don't know what was wrong; my head was all in a whirl." He seemed dizzy and believes he had a slight fever. After bolting two classes he went to one but left early and returned to his rooming-house and after stretching out on the davenport went into one of his semi-conscious spells. The Health Service was called and after looking him over told him to come to the office when he felt better. He went into another attack and upon his recovery insisted upon being taken to the Health Service in a cab and was sent from there to the hospital where he remained two days before he had an attack. He remained there for eight or nine days and was discharged. They reported to him that the difficulty was mental. He refuses to believe this but is vague and indefinite about any physical basis.

He smokes moderately and drinks periodically. His last spree was at Xmas time. He does not get drunk but drinks enough to feel happy. He is very fond of beer and wine.

10. *Sex adjustment.*—Does he find the sex urge a problem? Does he have sex habits or connections of which he is ashamed? Is he preoccupied with or distracted by sex thoughts? How does he order his life in this respect? Instruction by whom and when?

Rather boastfully he says that he is too much interested in sex. He had sex relations nine times in three days with a twenty-one year-old girl during his Xmas vacation. He had his first heterosexual experience at the age of nineteen years. "I have a mistress all the time." He has been masturbating up to the present time about once or twice a month.

He considers himself too passionate and reports that he received no sex instruction at home.

11. *Pecuniary adjustment.*—Is he worried about money matters either with regard to his own situation or that of his family? What has he done to improve the situation? Attitude toward support? Is he saving?

He has worried over finances but says that at present he is situated satisfactorily as his brother is supporting him. He has worked nights in a garage and was for a while a cook in a private family. He claims to know the value of money but is not saving in his nature.

12. *Workable philosophy of life.*—Does he feel that he has a consistent way of thinking about life which organizes it into a rational whole, or does it seem meaningless, futile, and discouraging? What help have religious institutions been to him in this regard? Is he closely affiliated with any church group here?

He has no organized philosophy of life, but feels that life is not worth while and that the only thing to do is to get as much fun out of it as possible.

He is not associated with any Ann Arbor religious organization. His faith is that of the Jewish Orthodox church. He does not attend the synagogue at home. He does, however, keep some of the laws but does not know why he does.

He claims that he is not sensitive about being Jewish and that he is never discriminated against.

13. *Important points in developmental history which serve to explain general situation today.*—This student comes of Russian Jewish immigrant parents. He is the fourth of a family of five children, the three older than he being university graduates.

There is evidence of a lack of early training as far as this student is concerned.

He has failed to adjust in practically all phases of college life.

In general personality makeup he is egocentric, intolerant, stubborn, and very childish in his methods of reasoning.

He is decidedly unstable emotionally, impulsive and quick tempered.

14. *Summary of case.*[1]—In his thinking he is much introverted and his mental conflicts are numerous with many attempted defenses and compensations as a result.

There is history of two recent attacks of semiconsciousness apparently of a hysterical type and he has received hospital treatment.

Obviously he needs psychiatric treatment.

STUDENT ASSISTANT'S SUMMARY[2]

No. 247

I. General Statement of Adjustment

This student is a definite psychopathic type badly maladjusted in practically all phases of college life and life in general. He needs the care of a psychiatrist. His health is bad. He is egocentric, intolerant, emotionally erratic, introverted, and suffering from much mental conflict which have resulted in many defense and compensation mechanisms. He is badly maladjusted and in conflict both

[1] In this instance the interviewer made no distinction between sections 13 and 14 but wrote a continuous statement right through both sections.

[2] Subhead (1) indicates present condition; subhead (2) indicates apparent causes.

with his own psychic life and his social life. In spite of this, however, his cultural level is fairly high and his cultural interest rather above the level of the average student.

II. Personal Traits

A. SOCIAL FACILITY

1. He can mix very easily if he likes the people or tries hard enough. When he wishes he can make himself congenial, especially with members of the opposite sex. However, he does not try very often. He says he hasn't found anyone yet whom he likes enough to try to be congenial. He mixes occasionally but not very frequently.

2. He is psychopathic, maladjusted to life, and according to the investigator perhaps suffering from an inferiority complex which finds expression in defense and compensation mechanisms of feeling superior to the average student. Thus not caring to mix with them.

B. TOLERANCE

1. He is very intolerant, and stubborn. He has a great number of prejudices. His Watson Test shows six of the twelve categories to be above 30 per cent in prejudice. His judgment is not sound and his methods of reasoning childish.

2. His maladjusted condition and conflicting mental life have caused him to set up mechanisms of defense, compensation, and indifference which have become solidified in innumerable prejudices. His parents are socialist agitators.

C. INITIATIVE—ORIGINALITY

1. He is not a leader, nor very resourceful. He is alone a great deal and thinks mostly about being dissatisfied, without trying to find a constructive remedy. He does not have much initiative or originality.

2. His maladjustment has led him from constructive thinking to one of concentrating on his own dissatisfied situation. His psychopathic state has led him to this spirit of disheartened indifference from which he does not try to escape. This kills most desire in him for originality, initiative, or resourcefulness.

D. PATIENCE—DEPENDABILITY

1. He is emotionally erratic and unstable. He is not very steady, but he considers himself to be so. He is not entirely punctual or dependable. He does his school work periodically. He has not great self-control though he has more than he used to have.

2. His life is functionally unbalanced and emotionally unstable. In youth he suffered from severe spells of temper tantrums. His early training was too indulgent and inadequate. All this coupled with his mental instability has led to these difficulties.

E. INTELLIGENCE

1. His intelligence test is much below normal—76. His academic grades are poor, being below C in average. He has received three D's and one E. However, he has a good information test and his social intelligence test is above average.

2. He comes from a fairly well-educated and cultured family background. His three older brothers and sisters are all university graduates. His parents though immigrants are of a more than average cultural level.

III. Philosophical Adjustments

1. He has no organized philosophy of life. He "feels life is not worth while and the only thing to do is get as much from it as is possible." He is considerably prejudiced toward free morals, liberalism, and freedom. He is not very interested in life as a whole because it takes too much effort. He is interested only in his own dissatisfaction and conditions.

2. Though of the orthodox Jewish faith and observing some of its principles, he is not associated with any synagogue, or deeply interested in religion. His mental condition is such that he feels nothing interests him sufficiently to warrant any effort on his part. He is indifferent to all except his own unsatisfactory condition, because "it is hard to get started."

IV. Aim in Life

1. He has no definite aim in mind nor any profession. He worries because he doesn't know what he is going to do. He is be-

ginning to fear he doesn't understand himself. At times he thinks he will go in for law, and then at other times he doesn't think so.

2. I suppose this is only another phase of his maladjusted condition and continuous mental conflicts. Because of his mental and emotional instability he cannot find himself.

V. General Culture

1. The general level of culture of this student is much higher than the average student's in spite of his maladjusted situation. He has a good information score—25. The division is: natural science —10; art, literature, and religion—8; social science—7. His purely cultural knowledge is above that of the average, though his social knowledge is not. He has read a number of books of high merit not required in his course and attended some lectures. Sometimes he feels well equipped to understand life, at other times he doesn't. Though his adjustment may be inadequate in other fields, in cultural adjustment he is above the average student.

2. His family background though not entirely satisfactory nor of a high social status is of a fairly high cultural status. His parents are socialists. Education is emphasized in the family. The cultural level is much higher than in many families with high social status. The student because of his maladjusted condition is alone most of the time. He does his school work erratically. Almost the only other source of spending time left to him is to read.

VI. Group Adjustments

A. here

1. His group adjustments here are very unsatisfactory. He does not mix very much. He has almost no friends. He is by himself most of the time. He feels himself above the average student and even above the intelligentsia. He does not feel himself a part of any phase of the university or university life.

2. He is working part of his way through school, about thirty hours a week. He was a member of a fraternity for a semester, but dropped out because he did not like most of the men there. Here again we find another phase of his badly adjusted mental situation which causes him to keep to himself a great deal.

B. AT HOME

1. His relations with his family are not very sympathetic, that is, understanding. His parents let him do as he pleases. He hasn't many friends at home—only a few girls.

2. His parents gave him no early training. Because of his mental and emotional conflict he has been unable to adjust to his home or parents, but his parents have retreated from the situation by letting him have his own way.

VII. Adjustment to the Academic Situation

1. The student's adjustment to the academic situation is very inadequate. He has a very low C average. He has an E in one course and three D's. He does his work fitfully and erratically. He finds it difficult to do such work as mathematics because he cannot concentrate. He is satisfied with the marking system, but has reacted to the situation by having stopped worrying over his school work.

2. Though he has a low Intelligence Test score, I do not think this is accountable for his entire maladjustment. Rather is it due to his erratic emotional state and general inability to adjust to the entire situation which reflects in his work. He does his work fitfully and consequently does not get it done.

VIII. Sex Adjustments

1. He is not well adjusted in this field either. He has been masturbating once or twice a month all the time and has had heterosexual experience since he was nineteen years old. In his own words rather boastfully, "I have a mistress all the time." He has had no sex instruction from his parents.

2. The student is emotionally unstable and egocentric. As he says, he considers himself "too passionate." He has had no sex instruction and no restraining or controlling influence from the home.

IX. Further Points of Importance

1. He comes from a Russian Jewish immigrant family of rather high cultural values. All his older brothers and sisters are university graduates.

2. There is evidence of a lack of early training or restraining influence in his home. He has always had his own way.

3. He has failed to adjust to almost every phase of college life.

4. He is emotionally unstable, egocentric, intolerant; introverted and suffers from much mental conflict.

5. He suffers from attacks of semiconsciousness of a hysterical type.

6. He is partly working his way through school.

X. Suggestions

He needs immediate psychiatric treatment and possibly should be withdrawn from school and given special treatment.

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